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# School and Community

## Columbia Missouri

VOL. X

OCTOBER, 1924

NO. 8

### THE DEMAND OF THE HOUR



**G**OD GIVE us men! A time like this demands  
Strong minds, great hearts, true faith, and ready hands;  
Men whom the lust of office does not kill;  
Men whom the spoils of office cannot buy;  
Men who possess opinions and a will;  
Men who have honor; men who will not lie;  
Men who can stand before a demagogue  
And damn his treacherous flatteries without winking;  
Tall men, sun crowned, who live above the fog  
In public duty and in private thinking;  
For while the rabble with their thumb-worn creeds,  
Their large profession and their little deeds  
Mingle in selfish strife, lo! Freedom weeps,  
Wrong rules the land, and waiting Justice sleeps.

—J. G. HOLLAND.



# THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. X

OCTOBER, 1924

NO. 8

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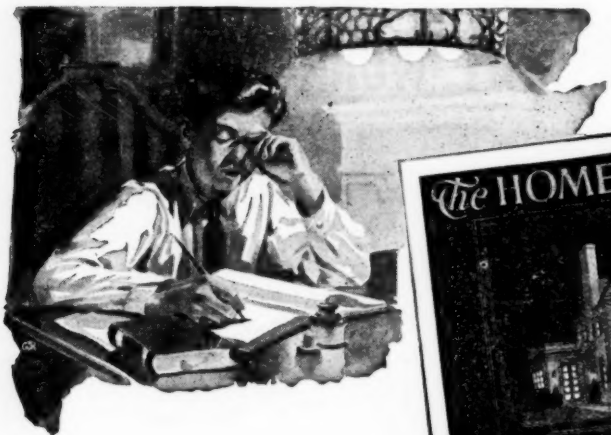
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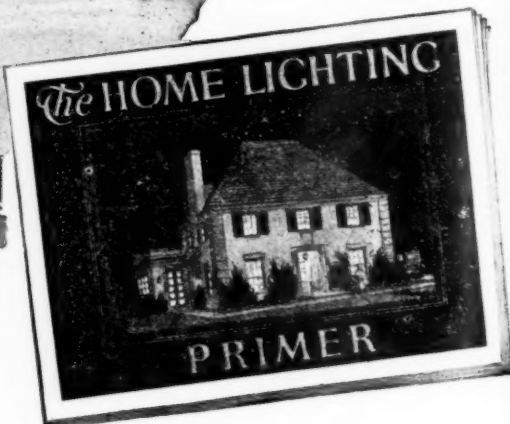
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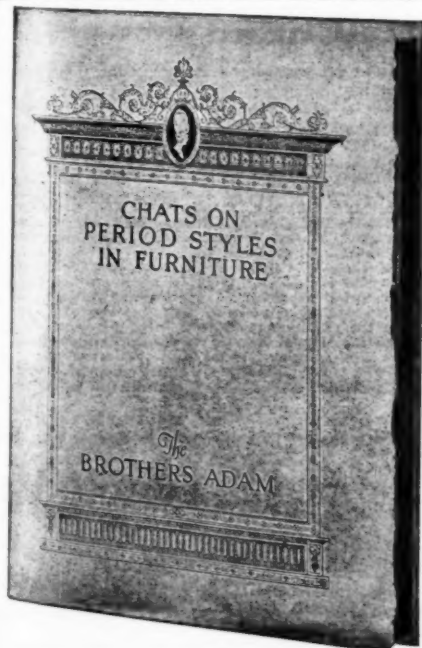
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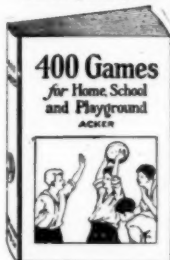
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# EDITORIAL

**CO-OPERATION** is the center and circumference of consistent citizenship.

Upon it governments are established and maintained; to it institutions owe their origin and existence; and settled areas become

**ONE HUNDRED PER CENT CO-OPERATION** become real communities just to the degree

that the people of these areas commune, or co-operate, with each other.

Co-operation is not a thing of recent creation. Since the morning stars sang together it has been the synonym of success, the paraphrase of progress and the antonym of failure. It was the soul of the family, the bond of the tribe, and the preserver of the pioneer settlement.

In modern times co-operation is the salvation of civilization: Education, schools, depend upon it—the greater the demands put upon education, the more universally it is needed, the greater and more universally must co-operation be practiced in its attainment. Churches, libraries, sanitation, health, the myriad products of modern industry all are ours only through a multiplicity of co-ordinations brought about through the extension of this vital principle.

How fortunate is the state to find a group so fundamentally essential to the state's welfare as are its teachers, 100 per cent loyal to its professional ideals! This is the condition that Missouri is approaching. How blest must be the future of a commonwealth where more than twenty thousand teachers with a vision of their work are teaching by precept and example the fine art of working together for the good of all! And how ardently should each teacher work for the completion of a program which looks toward a greater co-operation of teachers, parents and public in the securing of means by which each child shall be placed in that environment which will make that child the greatest possible asset to society and enable him to attain the highest and noblest satisfaction of his own being!

Joining the Missouri State Teachers' Association is not attaining these goals. It is

the beginning of their attainment; but not more than the beginning. The most unworthy, the laziest, the most indifferent may join, but only the worthy, the energetic, the ambitious will help to move the teachers to higher standards of aims and attainments.

We must make co-operation a reality this year. The smaller groups in the local Community Associations must "get into the game." District and State Associations and their officers must not be expected to do all there is to be done. They may furnish leadership, they may impart enthusiasm, they may suggest activities to a certain degree, but unless the rank and file meet in their respective units, unless their sentiments and their ambitions furnish the urge and the push, the State Association will not accomplish the greatest good possible.

There are local problems to be solved, most of our real problems are local ones; there are individual labors to perform, the success of the big movements is found in the intelligent work of single individuals. These problems and these labors must be done by localities and individuals.

Get 100 per cent of the teachers into your Community Association. Let each place himself or herself in a position to co-operate and then let's work, each in his place, but each for all and all for each.

**TAX** reduction has ever been the war cry of candidates. Parties struggling for supremacy at the polls never fail to make use of the popular slogan, "We will reduce taxes." If all the men who have used this never failing bait had been disposed and

**TAX REDUCTION AND CANDIDATES** able to carry out their promises we would now be enjoying the complacent estate of "Low, the poor Indian, whose untutored mind" worried not over such matters as schools, roads or eleemosynary institutions.

Notwithstanding these abundant promises, taxes have grown as co-operative institutions have grown in public appreciation. Taxes generally keep pace with other costs and

the man who expects them to be no higher now than they were eight or ten years ago might just as well expect to support his family now on the same number of dollars that was needed then. But all candidates favor, and by implication at least, promise a reduction in the tax burdens. What is strangely lacking, so far as we have been able to discern, is the concrete statement as to how and on what will this reduction be made.

We can think of several ways in which taxes might be reduced by state officers were enough of them of the same mind:

First, the State Board of Equalization might cut the assessments to such a low level that the constitutional rates of levy which the people are allowed to vote would force a reduction of taxes. Such an action would undoubtedly save dollars in tax but it would also ruin thousands of schools, bankrupt counties and bring suffering to the inmates of our various homes for the unfortunate. The people of Missouri do not want to adopt the general policy of fractional assessment, as was evidenced by the decisive defeat of the only candidate who openly championed it in the primaries. So far as we know no candidate for a state office has openly advocated this plan.

Second, there is the possibility that the State Board of Equalization may decrease the valuations of one class of property to such a level as would make it impossible for voters to levy as high a tax as they desire to maintain their schools, and prevent county courts from procuring the necessary funds to meet the obligations of the county. While some of the direct beneficiaries of such a policy might favor it, the people as a whole do not, and it is quite certain that no candidate is going to risk his chances of election on such distinctly class favoritism. If he should favor the fractional assessment of farm lands the city voter would at once recognize that he would be called upon to bear a heavier part than his just share; and if one the other hand the candidate should promise such favors to the city property the farmers would rise in righteous rebellion. While one side is accusing the other of favoring this plan, there can certainly be no real danger of such a condition arising.

Third, there is the more plausible promise of eliminating useless offices, clerks, and functionaries so that taxes may be reduced. But here again specifications are lacking. We

have heard no candidate mention a particular office, clerk or functionary that he would eliminate.

Fourth, taxes may and should be reduced by reducing assessments on classes of property that have been assessed at more than their actual value. There have been decided slumps in certain classes of property, for example, farm lands. A given tract of land may have been justly valued at \$100 per acre when a certain assessment was made; by the time the next assessment is laid on this land its value may have fallen to \$75 per acre. It is clearly just that the owner should not continue to pay on the higher assessment.

Candidates will continue to promise lower taxes, but the real problem for the voter is to select men of high character and integrity who can be trusted to do the right by all. The candidate who will rob a child of his opportunity for education in order to save a paltry farthing for the kind of man who would let an unfortunate inmate of a state institution go hungry in order to protect the shekels of the depraved specimen who wants to save by that method, and the candidate who would block the building of good roads so that some tightwad might have the satisfaction of looking at a reduced tax receipt is, we believe, not running this year for a State Office in Missouri.

STATE Superintendent Chas. A. Lee, in drawing and presenting the Community School Bill, a synopsis of which is printed on another page, is again focusing the attention of the people of Missouri on the inadequacy, the inefficiency, and the injustice

of our present school system especially as it applies to the rural children and those of the smaller villages and towns. Again it is pointed out that the solution of the problem is to be found in larger units of co-operation and a more equitable distribution of the state school funds.

Politicians may continue to dodge the issue and spellbinders may keep on spouting about the little red school house as the "cradle of democracy", but the wayfaring man though a taxpayer can see that supporting 2400 schools, maintaining 2400 school houses and employing 2400 teachers in 2400 districts with 7200 school officers for the education of from 2 to 15 pupils to each school, to each

teacher and to each school board is ridiculous waste and hopeless inefficiency. It is common knowledge that many such districts have to tax themselves to the limit and that these districts receive less than half the amount of state distribution that is allotted to larger and wealthier districts.

Superintendent Lee shows by the figures that he has compiled that the poorer the county the higher the tax and the lower the ability of a community the less it receives from the state for the maintenance of its schools. His figures also impress one with the fact that wealthy counties levy on the average less than half the rate that is laid on the people of the poorer counties and that the weak are thus carrying a load twice as heavy as that which the strong are bearing.

The proposed measure seeks to remedy these inequalities and injustices by creating larger taxing units, by making each district large enough that teachers may teach 25 to 30 pupils instead of from two to fifteen, and each district with enough wealth to make economical administration of school finances possible. The measure provides, also, for a just distribution of the state funds on the basis of effort and the needs of each district so that even the poorest communities may have, if they desire it, a good elementary school and a first class high school, thus equalizing in a measure the present gross inequality of the educational tax burden.

**WHO HAS** not been levied upon by the mud tax of Missouri's roads? Bespattered clothes and the consequent trouble and expense of cleaning, someone called to pull you out of a mud hole, a tire ruined

**REPEALING THE MUD TAX**

by spinning a wheel in gravely mud, a skid into the ditch and the loss of time incident thereto—these are the experiences that we have all had and they have levied a heavy tax upon our resources, financial and physical, and sometimes moral and religious.

Men who have motored in other states, especially the eastern states where hard roads are almost universal, have experienced the pleasant surprise of driving up to a filling station thinking that their supply of gasoline was exhausted to find that they had used only about half as much as the distance covered would indicate, and who, upon returning from a month's such experience,

has not realized the necessity of watching closely the supply of gas so that they might not run dry away from a filling station. The saving in gasoline by men who have had this sort of experience is variously estimated from twenty-five to fifty percent. Personal considerations of this kind are apt to make one an enthusiastic booster for Proposition Number 5 to be voted on at our next election.

This Proposition is submitted primarily for the purpose of securing money to speed up Missouri's better roads program which has been so well begun. Missouri has many miles of roads, nearly three thousand that are good in all kinds of weather, about a thousand of these miles have been built by the present State Highway Commission and represent about one-seventh of the work which the plans of this Commission call for. The people of Missouri voted \$60,000,000 in road bonds to be paid from the fees received from automobile licenses. After this amount was voted the General Assembly passed a law requiring the building of more than twice as much road as the \$60,000,000 would pay for and it is now apparent that the \$60,000,000 is not only insufficient for the program, but due to the fact that only a part of it can be spent each year, the whole program is delayed and many years will pass before the money will be available for completing the program to say nothing of money needed for the maintenance of roads already built. The initiative law which is proposed provides for a two cents tax on gasoline used for motor vehicle power and also an increase of about fifty percent on license fees. This money, according to experts, will be sufficient to maintain the roads and to finish the road building program inside of six years. The justice of this sort of tax cannot be denied. Those who use the roads most will pay the most. The gasoline tax is levied upon out-of-state people while they are traveling in the state and this may become an enormous factor when our roads are good enough to attract the transcontinental tourists and the tourist who wish to see Missouri. The good roads committee is carrying on a very effective campaign hoping by this means to call the attention of the people of Missouri to the importance of Proposition Number 5 and thus insure its passage.

The teachers should not be the least important factor in getting this information to the public. Find out who the chairman of



the county committee is in your county and write to him for literature and plans for helping Proposition Number 5.

It will repeal the mud tax. It will attract tourists to our State. It will remove the stigma of being referred to as the mudhole of the nation. Best of all it will bring the people of Missouri closer together, make our neighborhoods bigger, move the farms closer to market, the family closer to church and the boys and girls closer to a good school. Boosting for No. 5 furnishes you an excellent opportunity to teach active, functional citizenship.

**I** AM told that less than twenty percent of our voters expressed themselves on so important a matter as the constitutional

#### WHY TEACHERS SHOULD VOTE

amendments. Wherein is our democratic form of government, if the people take so little interest in it?

Teachers should be most interested in popular government because of their opportunities for comparison with other forms of government. They dare not lose faith in political means of social and economic improvement. To show this faith, they must practice it.

Many citizens regard voting as an end in itself. They consider it a game rather than means to an end. Teachers may not assume a holier-than-thou attitude, but if they consider voting as only a step in the continuous practice of citizenship, they will have set an example.

True, a teacher may take *too* much part in politics. But if one were to avoid everything capable of abuse, he would cease to live. One may eat too much bread or drink too much water. Politics is the means by which society creates its institutions and politics is the means by which society secures service from them. In this vast cooperative action, the teacher is ever present, whether she wills it or not, because through education only is society able to make its institutions effective.

No teacher should avoid voting through modesty, timidity, inconvenience, or dislike of politics. Her every action should exemplify the good citizenship which she teaches. Vote!

E. L. Hendricks.

**M**AYBE YOU believe that the Bible should not be read in the public schools.

There are, we think, some very good reasons for such a position, but whether you believe one way or the other, you will admit

#### THE BIBLE AND THE TEACHER

that its truth should radiate from the teacher's life and character and that from such a teacher the pupil will get far more inspiration and help to noble living than from mere words even though they be denominated "holy words."

Neither the constitution, public sentiment, a patron's individual religion, (or lack of it) nor the teacher's belief, will be an obstruction to the pupils' reading the truths of the Great Teacher as they radiate from the teacher's daily conduct and personality.

Living truth, and there is no other kind, is more than words, written or spoken. It is life, law, principle at work, moving the world, matter, mind, and heart.

The Bible illustrates and makes easy of comprehension these living truths so far as they apply to human nature and human conduct. It is therefore the greatest authority on pedagogy and the Book which the teacher should know as a background for understanding the principles of teaching. Jesus knew how to teach.

If you want to get at the very basis of intelligence quotients, read the parable of the talents. After reading this again, ask yourself these questions. Is it my business to know so far as it is humanly possible the varying abilities of my pupils? Should I expect each child to be equal in ability to every other child of the class? Should I judge the quality of my own work by the brains each child has or by the use that I am able to get each to make of what he has? Or read about the two men who built, the one on the rock and the other on the sand, and ask yourself whether the teacher's function is merely to impart information or to stimulate to purposeful action and proper behavior; whether rules and principles "recited" are sufficient and whether functional teaching should not always accompany the informational.

Knowledge is valuable only in so far as it influences action and there is no book which inculcates this principle so much as does the Bible, and no person has such an opportunity to transmit its teaching by life and labor as has the teacher.



## COMING! A GREAT ANNUAL MEETING

**T**HE TEACHERS of Missouri will rejoice to know that President John J.

Maddox has completed the program for the next Annual Meeting of the State Association to be held in Kansas City, November 13th to 15th, inclusive. President Maddox has been untiring in his efforts to present a high standard of excellence in all the addresses delivered at each of the sessions of the Association meeting. He has searched far and wide over the educational field, and has arranged to bring to Kansas City a galaxy of educational stars.

### THE PROGRAM

The program is planned to bring together large groups of teachers for the discussion of large questions by men and women who are specialists in their respective fields of educational work. The keynote is, "Big Ideas Ably Presented." At the first General Session on Thursday morning, three prominent speakers will appear: State Superintendent Chas. A. Lee will speak on "The Educational Outlook in Missouri." Members of the Association will recall that the address of Superintendent Lee at the meeting in St. Louis a year ago was one of the "high spots" of the program. Added experience should make his address of this year no less notable. Superintendent Fred M. Hunter, of Oakland, California—a Missourian by birth, by the way—will speak in his usual forcible manner on "Character Education," and Sherman Rogers, Editor of the "Outlook," and President of the Optimist International, will satisfy the curiosity and hold the attention of his

audience while he discusses, "Men and Muddlers."

### SPECIAL TOPIC GROUPS

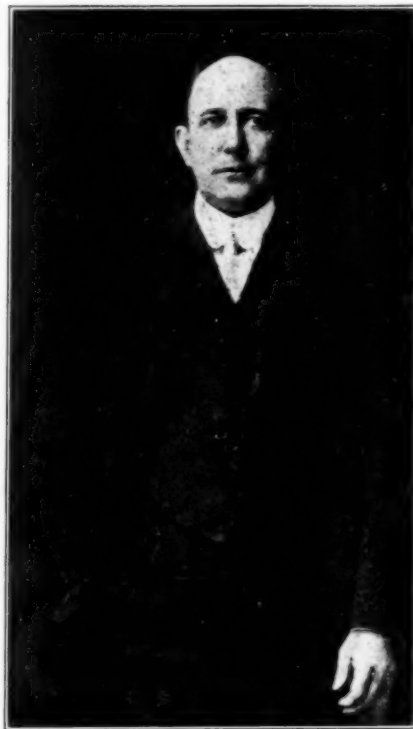
On Thursday afternoon the Association will assemble in six special topic groups, according to the interests of the members, and the several programs are as follows:

**I. VOCATIONAL EDUCATION**, President John R. Kirk, presiding. Speakers: Arthur Dean, "The Very Latest in Vocational Education"; W. E. Roberts, "Objectives in Manual Arts"; Lewis Gustafson, "What is the Future of the Regular Manual Training Teacher."

**II. PROBLEMS IN METHOD**, President E. L. Hendricks, presiding. Speakers: Frank N. Freeman, "Visual Instruction in Education"; Gail Harrison, "How to Apply Scientific Principles in Teaching Reading" (Illustrated by stereopticon slides); Mathilde Gechs, "Method in its Relation to the Three R's".

**III. PROBLEMS IN SUPERVISION**, President Clyde M. Hill, presiding. Speakers: Lucy Gage, "Supervision in the Early Elementary Field"; Fred M. Hunter, "Supervision and the Attainment of Public School Objectives"; Elizabeth White, "Problems of Rural Supervision".

**IV. CURRICULUM MAKING**, President M. G. Neale, presiding. Speakers: L. W. Rader, "The Constant and Variable in Objectives"; H. H. Goddard, "What Can Be Done for Gifted Children in the Public



PRESIDENT JOHN J. MADDOX,  
*President of  
The Missouri State Teachers' Association*

School"; Thos. H. Briggs, "Curriculum Making in Missouri".

V. **PHYSICAL AND HEALTH EDUCATION**, President Jos. A. Serena, presiding. Speakers: Lydia Clark, "The Organization of Physical Education"; Jesse F. Williams, "Physical and Health Education in the Light of Educational Standards"; Dr. Henry Curtis, "A Method of Measuring the Value of Physical Activities".

VI. **RURAL SCHOOL PROBLEMS**, President Uel W. Lamkin, presiding. Speakers: Macy Campbell, "A Country Boy Plus an Education"; Delta M. Neville, "Individualizing Education"; Mrs. Katherine M. Cook, "A Brighter Future for the Rural Child".

### FRIDAY MORNING'S PROGRAM

On Friday morning, instead of the usual General Session, the Association will be divided up into at least three large groups—the Kindergarten-Primary, the Elementary, and the Junior and Senior High School. Each group will be addressed by speakers from States other than Missouri who are specialists in their particular fields. Some of the subjects to be discussed on Friday morning are as follows:

"The Bad Boy's Alibi", Henry H. Goddard.

"Falling in Love With the Job of Teaching School", Macy Campbell.

"Changing Conceptions in the Education of Young Children", Lucy Gage.

"Why We Believe in Creative Teaching" (Illustrated by Slides), Gail Harrison.

"The Teaching of Writing in the Elementary Schools", Frank M. Freeman.

"The Relation of Professional Training to Teacher Tenure", Fred M. Hunter.

"The Basis of Modern Physical Education", Jesse Williams.

"Manual Arts in the Junior High School", W. E. Roberts.

"The Trend Toward Professionalism", Thos. H. Briggs.

"The Way IN and the Way OUT", Arthur Dean.

### DEPARTMENTAL MEETINGS

Friday afternoon will be given up wholly to Departmental Meetings. President Maddox has been in correspondence with Department Chairmen, and strong programs have been arranged for these sections. These are the meetings in which Missouri's educational

problems, State and local, will be discussed by Missouri teachers. At these department meetings Missouri teachers will not only listen but talk; maybe they will differ with some of the prophets who have spoken in the larger sectional meetings, and these meetings will give them opportunity to say so.

### THE CLOSING SESSION

Saturday morning's program will mark the climax in the greatest program ever rendered by the Missouri State Teachers' Association. A Saturday morning treat has been arranged that will keep every teacher in Kansas City to the last speaker. The program is as follows:

9:00 A. M. Special Musical Program.

9:30 A. M. Address—Jesse H. Newlon. Mr. Newlon is Superintendent of Denver Public Schools and President of the National Education Association. We want every Missouri teacher to know the President of the national association.

10:15 A. M. Address—Wm. McAndrew. Mr. McAndrew is Superintendent of Chicago Schools and President of the Department of Superintendence of the National Education Association. His reputation as a unique public speaker is well known to the Missouri educators.

11:00 A. M. Address—Miss Florence Hale. The President has reserved for the closing number on his program an address by one of America's most outstanding women. Miss Hale is Agent for Rural Education in the State Department, Augusta, Maine. Her oratorical power can be described best by characterizing her as "a whirlwind speaker."

### WHEN LITTLE IS MUCH

SUSAN COOLIDGE

There is no "little" and there is no "much."

We weigh and measure and define in vain.

A look, a word, a light, responsive touch

Can be the ministers of joy or pain.

A man can die of hunger walled in gold,

A crumb may quicken hope to stronger

breath.

And every day we give or we withhold

Some little thing which tells for life or death.

## FIVE TEACHERS' COLLEGES TO BE MECCAS FOR EDUCATORS IN OCTOBER

OCTOBER is the month in which the District meetings of the teachers of Missouri are held. Practically every teacher in the State will attend one of these meetings; those who do not will attend the Big State Convention at Kansas City on November 12 to 15 and many will attend both their district meeting and the state meeting. Teachers, perhaps more than any other profession are loyal to their chosen calling in their endeavor to learn the opinions of the leaders and to carry back to their work the knowledge and enthusiasm thus obtained.

### NORTHWEST MISSOURI HAS AN ARRAY OF THE BEST TALENT FOR ITS MEETING AT MARYVILLE, OCTOBER 9, 10 AND 11

PRESIDENT J. W. Pierce of the Northwest Missouri Teachers' Association has practically completed the details of his program at Maryville on October 9-11.

Though two or three numbers of his general program have not yet been provided, the numbers arranged for present an interesting array of talent. Among those definitely arranged for are: Dr. Amy Daniels, Iowa University; President Stratton D. Brooks, University of Missouri; Paul B. Naylor, University of Missouri; Supt. Chas. A. Lee, Jefferson City, Missouri; Supt. J. J. Maddox, St. Louis, Missouri; Dr. Emanuel Sternheim, University of New York and the Shrine Quartet, St. Joseph, Missouri.

Many of these people will also take part in the Department Programs, having been assigned to those departments for which they are peculiarly fitted. Among those whose names are found on the various department programs are: Dean M. G. Neale, School of Education, University of Missouri; Miss Clara Varner, St. Joseph, Missouri; Supt. C. A. Greene, St. Joseph; Professor H. A. Miller, Maryville, Missouri.

There are six of these meetings held each year: The Northwest District Association meets at Maryville October 9-11. On the same dates the Central Association meets at Warrensburg. The following week, on October 16-18 the Southwest Association will convene at Springfield. Cape Girardeau is the meeting place of the Southeast Association on October 23-25. The last week in the month will be the time for the Northeast Association's meeting at Kirksville and that of the South Central's meeting at Rolla, the dates being October 30-November 1. It is expected that nearly twenty thousand teachers will be in attendance at these meetings.

J. W. Pierce,

President

Northwest

Missouri

Teachers

Association



The Rural Section has prepared an unusually interesting program consisting of addresses by rural leaders, demonstration lessons and music.

### PROGRAM OF CENTRAL MISSOURI TEACHERS' ASSOCIATION

To be held at Warrensburg, October 9-11, 1924

THE Secretary of the Central Missouri Teachers' Association, Dr. C. A. Phillips, has practically completed the program for the meeting which will be held on October 9-11. The following is a general outline of the program:

October 9— THURSDAY

#### MORNING SESSION, GENERAL PROGRAM

10:00

Music

Prayer

Greetings— Pres. E. L. Hendricks

Response—Miss Ethel McCluney

11:00

Address: Supt. John J. Maddox, St. Louis, Mo.

#### AFTERNOON SESSION

1:30

Address: Miss Mary Sweeny (Head of Home Economics Department of Ky. U.)

2:30

Departmental Meetings.

(1) Home Economics.

Address: Miss Mary Sweeny  
General Program (to be furnished by Miss Groenwold)

- (2) Grade Teachers  
Address: Supt. John J. Maddox  
General Program: Miss Ethel McCluney
- (3) Rural Teachers (must secure some one)
- (4) High School Teachers  
Address: Dr. Charles S. Pendleton of George Peabody College

#### EVENING SESSION, GENERAL PROGRAM

7:30

Music

8:30

Address by Dr. Charles S. Pendleton of George Peabody College

9:00

Reception

October 10— FRIDAY

#### MORNING SESSION, GENERAL PROGRAM

9:30

Music

Business Session

10:00

Address: Wilford A. Aiken (Director of John Burroughs School of St. Louis)

11:00

Departmental Meetings

(1) Grade Teachers

Demonstration Lesson (to be supplied by Training School)

- (2) Rural Teachers  
Address: (Salisbury or some one else)
- (3) High School Teachers  
Address: Wilford A. Aiken (Director of John Burroughs School of St. Louis)
- (4) Home Economics (see Miss Greenwold)

#### AFTERNOON SESSION

1:30

County Meetings

2:15

Address: Supt. Chas. A. Lee

3:30

Concert: Cathedral Choir.

Evening Session

8:00

Grand Concert: Cathedral Choir

October 11—Saturday

#### EVENING SESSION

9:30

Music (by orchestra, glee club, or Training School)

10:30

Business meetings

Report of the auditing committee

Report of the resolutions committee

Report of the nominations committee

Afternoon Session

2:30

Football game

Wentworth vs. C. M. S. T. C.

President,

ETHEL McCLUNEY,

Prin. Jefferson School, Sedalia

### THE BIG FEATURES OF THE SOUTHWEST PROGRAM ARE ARRANGED FOR OCTOBER 16-18

MISS Alice Harrison, President of the Southwest Missouri Teachers' Association, has arranged the big features of the program at Springfield on October 16, 17 and 18.

High class artistic entertainment will be given a prominent place, and this is always an inspiring part of a program for teachers. Miss Gay MacLaren will appear at the general meeting on Thursday evening in "The Governor's Lady." In this she assumes the role of each character, presenting the entire production by herself. She is an artist of no little repute and her work is expected to meet with enthusiastic approval.

On Friday morning Supt. J. J. Maddox of the St. Louis schools, President of the State Teachers' Association, and Vice-President of the Superintendents' Division of the N. E. A. will speak. Superintendent Maddox is well known as a pleasing speaker who handles live educational problems in the most effective manner. Doctor Grove Alderman of Bloomington, Indiana will deliver an address on the American Teacher and Doctor R. A. Schwegler of Kansas University, a specialist in child psychology, will talk on some subject in this field.

Friday evening will be given over to an entertainment by the Springfield Symphony Orchestra. This orchestra, under the direction of Professor Sydney F. Myers, will fill

the evening with delights, making it one of the most popular parts of the program.

On Saturday morning President Brooks of the Missouri University and Doctor A. A. Thompson of the Wisconsin State Department of Education will deliver addresses which will

Miss Alice Harrison,  
President of  
Southwest  
Association



not in any sense be beneath the high level of excellence set by the previous sections of the program.

Extraordinary programs are to be provided for the various departments as is evidenced by the securing for the programs such nationally known persons as Miss Gail Harrison of Teachers' College, New York.

### SOUTHEAST MISSOURI TEACHERS TO MEET AT CAPE GIRARDEAU OCTOBER 23-25

**JEPETHA RIGGS**, Secretary for the Southeast Missouri Teachers' Association, is rapidly completing the details of the program of the big meeting to take place at Cape Girardeau on October 23, 24 and 25. He makes the following statement regarding the talent for this event:

"Our program is not complete, but you may announce the following speakers for the general sessions: Dr. Arthur E. Bostwick, St. Louis Public Library; Miss Lucy Gage, specialist in elementary education, Peabody College, Nashville, Tennessee; President W. A. Brandenburg, State Teachers' College, Pittsburg, Kansas; Dr. Fannie W. Dunn, rural school specialist, Teachers' College, Columbia University, New York; Professor C. A. Phillips, University of Missouri; State Superintendent Charles A. Lee.

"There will be four general sessions beginning Thursday night, October 23. Most of the speakers' named above will also appear on department programs—Friday afternoon.

"A special feature this year will be a luncheon for superintendents and others on Thursday evening at six o'clock. Speakers for this occasion will include State Superintendent Lee, Honorable D. L. Bales, Representative from

Shannon County, and County Superintendent D. T. Henderson, Little Rock, Arkansas.



**Superintendent**

**Walter Webb,**

**President of**

**Southeast**

**Association**

"We expect to engage two other speakers for the general program—men of reputation in educational circles."

### NORTHEAST TEACHERS' ASSOCIATION AT KIRKSVILLE, OCTOBER 30, 31 AND NOVEMBER 1

**KIRKSVILLE** has set a high standard of excellence in the programs of previous years. In the program of the Convention of 1924 she will maintain this standard. Secretary H. G. Swanson makes the following statement regarding the outstanding features of the program.

The Northeast Missouri Teachers' Association will convene in annual session at 10:30 on the morning of Thursday, October 30.

Our program will contain addresses by Hon. Charles A. Lee, State Superintendent of Public Schools, Jefferson City, Missouri; Dr. Stratton D. Brooks, President, University of Missouri; Mrs. Marie Turner Harvey, State Teachers' College, Kirksville, Missouri; Dr. Fannie W. Dunn, Teachers College, Columbia University, New York City; Hon. Francis G. Blair, State Superintendent of Schools, Springfield, Illinois; Dr. Charles E. Germane, Des Moines University, Des Moines, Iowa; Dr. N. W. Bradley, Saginaw, Michigan.

All programs will be enlivened by appropriate music and the dramatic club of the State Teachers' College will put on one of its notable productions.

Football games will furnish side attractions on Saturday.

The house of delegates will meet for the transaction of business on each of the three days.

Probably the high point in our program will be the series of demonstration lessons,

conducted in our own Demonstration School. This school will be in session throughout the entire time of the convention until noon of the second day. In addition to the regular corps of teachers, Dr. Charles A. McMurtry, of George Peabody College, Nashville, Tennessee, will teach for observation purposes.



**Superintendent**

**Stephen Blackhurst,**

**President Northeast**

**Association**

There will be many departmental meetings on our program. Chief among these, as usual, will likely be the rural teachers' section. Approximately one thousand rural teachers attended this section meeting last year and we expect even more this year.



### SOUTH CENTRAL TEACHERS' ASSOCIATION AT ROLLA, OCTOBER 30-NOVEMBER 1

**S**ECRETARY D. E. Matthews of the South Central Teachers' Association has the program of that association's convention ready for distribution to its members. This is a



Superintendent  
J. C. Underwood,  
President of  
South Central  
Association

new division of the Missouri State Teachers' Association, having held but one previous con-

vention as such, but it is becoming a most lusty infant and under the care of its efficient officers promises to be soon a full grown and flourishing part of the state organization. In a preliminary announcement to the teachers of that district Superintendent Matthews has the following to say relative to the program:

"Within a few days the programs for our District Meeting will be off the press. Don't forget the date, October 30th, 31st, and November 1st. Rolla is already planning for us. This promises to be one of the largest and best meetings in the history of the district. Besides talent of our district, we have on our program State Superintendent Chas. A. Lee, President Clyde M. Hill of Springfield, President E. L. Hendricks of Warrensburg, Dean M. G. Neale and Dr. C. H. Williams of the University of Missouri, Dr. Brirley of Rolla, Hon. Arthur W. Nelson, Democratic Candidate for Governor, Dr. Curtis, John B. Boyd, and Miss Elizabeth White of the State Department of Education, Hon. Sam A. Baker, Republican Candidate for Governor, Professor L. E. Pummil, and Mrs. Elizabeth Bragg of Springfield."

### REDUCED RAILROAD RATES TO DISTRICT MEETINGS

Reduced railroad rates have been granted to the various District Associations. It would be well to get into touch with your city or county superintendent or with the Secretary of your District Association regarding plans for obtaining rates.

## PROPOSED CONSTITUTIONAL AMENDMENTS TO THE CONSTITUTION AND BY-LAWS OF THE MISSOURI STATE TEACHERS' ASSOCIATION

To be voted upon by the Assembly of Delegates at the Kansas City meeting at the  
M. S. T. A. Nov. 12-15.

#### Amendment No. 1

Amend Section 3, Article VI—Duties of Officers, Constitution and By-Laws Missouri State Teachers Association by striking out all of said Section 3 and inserting in lieu thereof the following to be known as Section 3:

Section 3. Annual meetings of the Executive Committee shall be held in the month of July each year at the Association's principal place of business and at the time and place of the annual meeting of the Association.

Other meetings of the Executive Committee may be held at the call of the Chairman, due notice being given, and meetings shall be called by the Chairman of the Executive Committee upon written request of three of its members.

#### Amendment No. 2

Amend Section 3, Article 12—Dues, Constitution and By-Laws Missouri State Teachers Association, by striking out all of said Section 3 and inserting in lieu thereof the following to be known as Section 3:

"Section 3, the fiscal year of this Association shall begin July 1 and end the following June 30."



100% 100% ONE HUNDRED PER CENT EVERYWHERE 100% 100%

By Secretary E. M. Carter

"A LANDSLIDE into the 100 per cent column" is the appropriate designation of what the Missouri State Teachers' Association enrollment will be this year in the various counties and towns of the state, according to reports of county superintendents. The President, Superintendent J. J. Maddox, of St. Louis, has arranged an excellent program for the State Meeting at Kansas City, November 12-15, 1924 and fine programs have been arranged for the District Associations which will be held in October. Below you will find reports from representative county superintendents in the various Association Districts which are straws that indicate the force of the 100 per cent movement:

#### Kirksville District

"Hope my county will be first 100 per cent county in district this time."

"My county will enroll 100 per cent by September 15th."

"All my rural teachers are members now and towns teachers will be 100%."

"We would be ashamed to have less than 100 per cent."

#### Warrensburg District

"Count on this county for 100 per cent."

"My county will be 100 per cent plus."

"My county will be 100 per cent and I hope for 100 per cent for the Warrensburg

"100 per cent rural teachers now and towns coming O. K."

#### Cape Girardeau District

"We will enroll 100 per cent this year."

"Lack only four teachers of 100 per cent but you can depend on us."

"County lacks only five teachers of having 100 per cent now."

"100 per cent as usual."

#### Springfield District

"Will be 100 per cent by October first."

"This county expects to enroll more than 100 per cent this year."

"My county lacks only a few of 100 per cent now."

"Our record was 100 per cent last year and will be 100 per cent this year."

#### Maryville District

"We had 107 per cent when the meeting was at Kansas City year before last and will make it as good this year."

"We are going to have more than 100 per cent as usual."

"Our teachers here in this county work on the 100 per cent basis."

"May count on our co-operation 100 per cent strong."

#### Rolla District

"We will be 100 per cent shortly."

"We are satisfied with nothing less than 100 per cent."

"We are making every effort for 100 per cent."

#### The Greatest Year

Teachers are planning to make this the greatest enrollment in the history of the Association because they realize that the Association in its sixty-eight years of history has done much for the schools of the state and they further know that the Association is active 365 days in the year for the interests of the Missouri boys and girls, the Missouri Schools and the Missouri Teachers. They appreciate this work and propose to show their appreciation in the only way they can, namely by ENROLLING AS MEMBERS. No good reason has ever been advanced why any Missouri teacher should not be a member, while there are A THOUSAND AND ONE REASONS WHY EVERY GOOD TEACHER SHOULD BE A MEMBER OF THE ASSOCIATION. The Missouri teachers are in favor of making it "100 per cent everywhere."

Yours for

100% 100% ONE HUNDRED PER CENT EVERYWHERE 100% 100%

P. S. Let's Make It 100% Everywhere.

## BOONE COUNTY'S EXPERIMENT WITH PROBLEM SCHOOL CHILDREN

**W**HEN THE National Committee on Visiting Teachers last year decided to co-operate with a rural county in the middle southwest, counties in several states, three of these in Missouri, applied for the distinction.

The National Committee on Visiting Teachers, located officially in New York City, has at its disposal a considerable grant of money to be used in furthering the Visiting Teacher movement throughout the United States. The purpose of this Committee is to help thirty local communities establish Visiting Teacher work over a three year period, with the understanding that at the end of this time the project, if successful, will be maintained as an entirely local enterprise. During the three years the National Committee pays two-thirds of the Visiting Teacher's salary, and furnishes a car, where one is necessary, and office supplies. Meanwhile the Board of Education, or in the case of Boone County, the County Court pays the remaining third of the salary and contributes as the rest of its part an office with suitable furniture and a telephone. In various communities different means of dividing local expense have been worked out. For instance in Boone County the Kiwanis Club of Columbia is bearing a share in the salary, paid through County Court, thus filling a dual place; for the Visiting Teacher has not only support in dollars and cents, but in enthusiasm and interest from these substantial very-much-alive men of the community.

The chief reasons for choosing Boone County for this rural experiment are the unusually warm interest shown by many individuals and groups of people, and the facilities which the county offers for co-operation with a Visiting Teacher. The University of Missouri, with its Rural Life, Psychology, Sociology, Extension, and numerous other departments offers a wealth of assistance. The County also supports a modern hospital with free clinics twice a week, and a Farm Bureau Director with many Boys' and Girls' Clubs under his wing. Moreover, Mr. Charles Northcutt, Superintendent of County Schools has through persistent effort and skilled leadership brought the schools of the county to a level where co-operation is practical. Largely through Mr. Northcutt's

years of influence the County Parent-Teachers Association is also a bulwark behind the Visiting Teacher. In this connection it will be remembered that Boone County originated the County Council plan for uniting the Parent-Teacher Circles of small districts in a rural county. Besides these strictly county advantages, Columbia contributes to the strength of the situation by having a very active Public Welfare Society which employs a relief officer,

a family case worker, and a public health nurse, all of wide and successful experience. Boone County is the twenty-ninth of the thirty communities to be chosen and the last of the three rural ones. The thirtieth is Baker, Oregon, a city of 10,000 inhabitants, and, by strange coincidence, also the seat of the State University.

It is hardly necessary in Missouri with its well-established Visiting Teacher staff in Kansas City to explain what or why is a Visiting Teacher. And yet when I walked into the office of Miss Janet Davison, newly-appointed Visiting Teacher for Boone County, those were the very questions I asked about her and her work. The answers in most instances might apply to any settlement of people large enough to have a school; for the Visiting Teacher is a "go-between" in the interests of the individual child from his school to his home and back again. Just as every school has its Willies and Annies who won't or can't or don't learn

reading, spelling, or arithmetic, or who won't, can't, or don't learn to sit still or to control themselves in the myriad ways that grown ups expect children to do, so into every school there might come a Visiting Teacher, called in some places a Helping Teacher, whose main job should be to help the classroom teacher by lifting from her the time-consuming responsibilities of either studying her problem-children individually or attempting to control and teach them in groups, unstudied. All this is the what.

And as to the why: an increasing number of educators are firm in the belief that a child who maintains at least a fair level of attainment through his school life is in line to succeed in later life because his abilities plus his mastery of himself are allowing him in return a fair amount of satisfaction from his success.



MISS JEANETTE DAVIDSON,  
*Visiting Teacher, Boone County*

ses. On the other hand, the child, who through lack of ability or lack of sufficient stimulus to effort, or through faulty self-control, adverse home-conditions, or inconsistent policies at home and school begins to fail in one subject or in all, or in attaining the behavior standard set by his school, soon develops a deep-seated dissatisfaction with himself and the school. This balked feeling works out practically in the child's seeking activities wherefrom he can derive the largest sense of attainment; and it is almost paradoxical that these secondary activities do not coincide with the community's "thou shalt."

A Visiting Teacher's aim then is a preventive one: to interrupt the child's failure and substitute for it as far as possible a safe activity, interesting to him, meanwhile striving to remove the actual cause of failure, and to interpret the child's needs to parents and teachers. For example, a youngster with slightly defective hearing is not only unable to understand directions and other pupil's recitations, but fails also to attach to the printed word its appropriate sound. This blocks his progress in both reading and spelling and produces a distinct sense of failure, particularly in a sensitive child. Suppose that he has normal ability and initiative along general lines, and genuine talent in drawing and handwork. It is likely that creativeness along the line of his gift will bring a sufficient sense of achievement to prevent any outbreaks. Suppose, oppositely, that he has no outstanding ability in any line, but fairly level intelligence and energy. This second supposition will call up a picture of a child who, deprived of the satisfaction that his schoolmates gain easily, turns to the fund of disorderly conduct, whispering, teasing, where he is reasonably sure to get a "rise." Or, a still less wholesome reaction, he turns away from the annoying realities of lessons to an imaginary world within himself where he can see himself as hero-without-end and where he becomes increasingly less able to meet the demands of life.

The Boone County Visiting Teacher emphasizes the fact that although she is interested in making adjustments for individual children before they have gone to pieces, her activities also include work with groups. Along preventive lines nothing is more important than providing wholesome recreation for groups

of children with the end in view of teaching them resourcefulness in the use of their spare time and of training them in team work and leadership. Although the Boone County project is still very new, schemes are on foot in various schools for making playground equipment out of materials at hand, training older girls for story hours on rainy days and to lead the games on pleasant ones, for a school orchestra in one community, that can join with musical adults on special occasions, and for an old-fashioned "singing school" in another district where there is practically no community life.

In response to the University's interest in Visiting Teaching, Miss Davidson, is offering during the first semester of the present academic year a course called Visiting Teacher Work, open so far only to teachers actually at work in rural schools, and recognized by the School of Education as a possible elective for certification and credit toward a degree. The aim of the University is to make a practical move toward developing real Rural Visiting Teacher training in the course of time. Already there is a demand among University students for preparation in this vocation. Limitation of those taking the course, however, is at present necessary because of the territory to be covered and the fact that the work is as yet practically unorganized.

Miss Davidson, whose background includes several years of teaching and social work with children, holds a B. A. degree from Wellesley College in Massachusetts, and the diploma following a two year course in Child Welfare at the New York School of Social Work. She is enthusiastic about her work in Missouri and feels that with the amount of interest and support given by Missouri people this experiment should be a success. Well knowing that human beings, even children, cannot change overnight, she recognizes the probable slowness with which results will develop, but holds high hopes that the County Superintendent, the Attendance Officer, the individual teachers, the school children, the Visiting Teacher, and interested citizens working together can "put across" this new project so convincingly that other rural counties will join in introducing Visiting Teacher work in their schools.

#### Reduced Railroad Rates

Be sure to get your Identification Convention Certificate from your city or county superintendent or from E. M. Carter, Secretary, Columbia, Missouri for reduced railroad rates to the convention at Kansas City, Missouri, November 12-15, 1924.

It is absolutely necessary to have the Identification Certificate to get reduced railroad rates.

#### Elect Your Delegates

Delegates to the State Association to be held at Kansas City, Missouri, November 12-15, 1924, must be elected on or before November 1. It is imperative that all counties be represented as important matters will be before the convention for consideration. Kindly send in your list of delegates to E. M. Carter, Secretary, Columbia, as soon as possible.

## NON-PROMOTION IN MISSOURI CITY SCHOOL SYSTEMS

J. W. DIEFENDORF  
University of Missouri

SOME OF the facts that are being sought by Missouri schoolmen are the answers to these questions: (1) Are Missouri pupils generally found in the grade which corresponds to their age? (2) How well do Missouri cities hold their pupils in school, and do they do this any better now than formerly? (3) What is the rate of progress of Missouri pupils through the grades? (4) At what point do the largest number of pupils fail of promotion? The material presented herewith has been gathered with the intention of finding the answers to these questions. City school superintendents throughout the state assisted in gathering the data. Each of the cities represented maintain first-class high schools.

### The Relation of Age to Grade

As indicated by Table I, the answer to the first question is "No." Barely a majority (56 percent) are found in the grade in which their age indicates that they belong, while 11 percent are too young for their grade and 33 percent are too old for their grade.

There does not seem to be a proper proportion between the number of pupils in each of these three groups. There should not be one person in three of our elementary school population retarded. The situation in Minnesota and Kansas is much better. In Minnesota the percentage of pupils who are of normal age for their grade is 62, the percentage of those who are too young is 13, and the percentage of those who are too old is 25. In Kansas the corresponding percents are 62.7, 6.7, and 30.6. However, it is probable that the percentage of those of normal age in Minnesota and Kansas is still too small, while the percentage of those who are over-age is too large. There are many causes of over-ageness, but among the causes, slow progress is by far the most important. It is estimated that 70 percent of all over-ageness is caused by this one factor. The problem, then, becomes one of eliminating or offsetting slow progress. How may this be done?

### Two Conflicting Views.

There are two conflicting theories. One is that in view of the normal distribution of individual differences the percentage of those pupils who are too young for their grade should closely approximate the percentage of those who are of normal age. The New Cambridge Plan which provides three parallel paths along which a pupil may progress at what is considered a normal rate, at a slower rate, or at a more rapid rate, according to his ability, is predicated on this theory.

Another theory is that all pupils should move together and that individual differences in physical strength, mental ability, and aptitudes

should be cared for through maximum, standard, and minimum assignments. This device is used in the schools of Los Angeles.

Each of these devices has its advantages, and either is better than the *laissez faire* policy commonly followed. The first has a decided advantage in that it enables a pupil to complete a standard amount of work in a minimum length of time. The other has a correspondingly great advantage in that it gives to the pupil maximum development in a standard amount of time.

It is certain that there will sometimes be pupils (a very few) who cannot complete even a minimum course of study in a standard length of time. It is also certain that there will sometimes be pupils (a very few again) who can complete even the maximum course of study in less than the standard time. It would seem, therefore, that a combination of the two plans mentioned above would be desirable. Such a combination would furnish a means of providing fully for possibilities of individual development.

It is estimated that for the city of New York those children who are too dull to complete even the minimum course of study in a standard time constitute two per cent of the school population. It is probable that especially gifted children comprise about the same number. Let us assume that each group constitutes 5 per cent of the whole student body. Under the combined plan suggested above we should then have as an objective 90 per cent of the pupils of normal age for their grade, 5 percent too young, and 5 percent too old.

### The Holding Power of the School

One of the characteristics of a good school is its ability to hold its pupils to the end of the course. How may this ability of the school—its holding power—be determined? Ayres has suggested that it is indicated by the percentage of the entering group which remains in each grade. Since, for a given grade, records are not ordinarily at hand to show the number in the entering group, he has suggested that it be assumed to be equal to the mean of the three largest age groups in school.

The three largest age groups in Table I are 9, 10, and 11, and their average size is 709 pupils. On this theory, the schools represented in this study hold approximately 94 percent of their pupils to the sixth grade, 83 percent to the seventh grade, and 70 percent to the eighth grade. The corresponding percents for 39 cities in Minnesota are 91, 104, and 97. However, these figures cannot be used to compare the relative holding power of the schools in the two states because of the fact that the Minnesota school systems have as tributaries many schools where only the first six grades are taught.

TABLE I

Age—Grade Distribution in Eight Missouri Cities  
Ages as of September 1, 1922.

AGES	GRADES								TOTALS
	I	II	III	IV	V	VI	VII	VIII	
4-5	4								4
5	24								24
5-5	105								105
6	281	18	I						300
6-5	252	55	2						309
7	111	206	16						333
7-5	63	158	53	4					278
8	31	123	189	22	I				366
8-5	30	81	147	51	4	I			314
9	12	54	137	179	24	I			407
9-5	6	29	89	141	46	6			317
10	7	24	51	96	124	15	3		320
10-5	4	18	39	104	162	39	7		373
11	3	11	36	76	92	113	21	3	355
11-5	2	6	31	59	89	108	57	4	216
12		3	16	39	60	112	116	40	386
12-5	I	2	9	29	47	75	84	46	293
13	I	2	6	11	43	61	97	105	328
13-5	3	2	3	16	23	45	72	89	253
14		2	7	7	11	37	50	78	192
14-5	I	I	I	4	12	23	36	54	132
15			I	5	5	17	22	22	72
15-5		I		6	2	8	13	27	57
16				I	I	I	6	17	26
16-5				I	I	I	I	6	10
17					I			I	2
17-5								2	2
18									
18-5								I	I
TOTALS	941	796	834	851	748	663	583	495	5913
% Under Age	14	9	9	9	10	9	15	19	11
% Normal Age	68	61	57	49	50	50	51	55	56
% Over Age	17	30	35	42	39	40	34	26	33

## SAME DATA FOR 39 MINNESOTA TOWNS

% Under Age	12.0	10.9	12.6	14.2	15.1	15.5	11.6	13.9	13.1
% Normal Age	76.9	70.0	65.6	59.7	58.9	56.0	52.5	51.6	62.1
% Over Age	11.1	19.1	21.8	26.1	26.0	28.5	35.9	34.5	24.8

Table I shows the relation between the chronological age and the grade standing of 5913 boys and girls in the elementary grades of eight Missouri city school systems.

The table is read as follows: there were in the first grade four pupils who were 4½ years old, twenty-four who were 5 years old, one hundred and five who were 5½, etc. The number of pupils in each grade is shown at the foot of the grade column, and the total number of pupils in each age group is shown at the right of the age line. The numbers running diagonally downward across the page and between the lines indicate the ages considered normal for each grade; the pupils appearing below and those above these lines being too old and too young respectively for the grade in which they are enrolled.

Many pupils, therefore, enter their seventh grade who have not before been enrolled in their system. These figures indicate a greater holding power than we are sometimes willing to concede to the school. It is probable, too, that this holding power is increasing in strength. This is borne out by the fact that the eighth grade graduates in Missouri city school systems in 1923 constituted 7.7 percent of the total elementary school population as compared with 5.4 percent in 1914.

## Rate of Progress Through the Grades.

What is the rate of progress of Missouri elementary school pupils? The answer may be determined from an inspection of Table II which shows the progress conditions among 5373 elementary school pupils.

In common with every other study of this nature a striking feature of this table is the wide variation among the pupils of each grade with regard to the number of terms of instruc-



TABLE II

Progress of Pupils Through the Grades.

TERMS OF INSTRUCTION	GRADES								TOTALS
	I	II	III	IV	V	VI	VII	VIII	
0	672	1							673
1	40	5							47
2	155	449	23	2					629
3	14	22	4	2	1				43
4	32	175	385	25	3				620
5	3	7	17	6	4	2			39
6	4	46	227	400	57	3	2		739
7		4	5	17	12	5			43
8	1	10	67	189	302	27	9		605
9		1		3	7	6	2	3	22
10		4	22	94	176	240	67	14	617
11			1	1	4	9	5		20
12		3	3	21	73	155	259	54	568
13				2	2	8	7	5	24
14			1	7	20	58	133	238	457
15			1			2	1	6	10
16				2	3	23	40	104	172
17							1		1
18				1	1	1	13	21	39
19									
20				1		1		3	5
TOTALS	921	727	758	773	665	540	539	450	5373
% making rapid progress	0	1	4	5	12	8	16	17	7
% making normal progress	77	65	53	54	47	46	49	54	57
% making slow progress	23	34	43	42	42	46	35	29	36

The table is read as follows: There were in the first grade 672 pupils who had received no instruction at the beginning of this year, 40 who had received one term, 155 who had received two, etc. The number in each grade is shown at the foot of the grade column, while the number of those who had received the same number of terms of instruction is shown to the right. The lines running diagonally downward across the page show which pupils have made normal progress, which have made slow progress, and which have made rapid progress.

(NOTE: By term of instruction is meant the instruction received during one semester or half year.)

tion received. This is especially true of the fourth grade where we have two pupils who have received two terms of instruction and one who has received twenty terms, a difference in time equal to that required to complete the work of the public schools up to the sophomore year of the high school.

Great variability is also found when we note the grades reached by different pupils who have received the same number of terms of instruction. If we take the group who on September first had been in school eight terms and who should, therefore, under conditions of regular promotion, be entering the fifth grade, we find them distributed in every grade from the first to the seventh, inclusive.

This great variability raises a question as to the relation existing between the number of terms of instruction received and the grades reached. A measure of this relationship is obtainable by determining the coefficient of correlation for the distributions of Table II. If every child advanced one half a grade for every

term of instruction received, the correlation would be unity, that is, the agreement would be perfect. That this is an ideal condition is at once apparent because there are many who do not progress regularly.

In determining this correlation the terms in school were taken as the subject items and the grades as the relative items. The correlation between the terms of instruction received and the grades reached was found to be 0.93. The coefficients of regression, however, are a more complete method of describing the relationship existing between the subject and relative items. The first of these is derived from the terms of instruction received and shows that on the average a pupil progresses 0.445 of a grade for each term in school, or 0.89 of a grade for each year.

The school systems in which these pupils were enrolled have a school year of nine months. If a pupil progresses 0.89 of a grade for each nine months in school, then 10.1 months will be required on the average to complete each



TABLE III

Where Non-Promotions Occur in 65 Missouri City School Systems

Grades	Boys 626			Girls 689			Boys and Girls 1315		
	No. failures	Percent boys who fail are of all boys	Percent of failures occurring in each grade	No. failures	Percent girls who fail are of all girls	Percent of failures occurring in each grade	No. failures	Percent pupils who fail are of all pupils	Percent of failures occurring in each grade
I.	69	11	22	61	9	26	130	10	24
II.	27.5	4	9	16.5	2	7	44	3	8
III.	37.5	6	12	34.5	5	15	72	5	13
IV.	45	7	15	37	5	16	82	6	15
V.	33	5	11	20	3	8	53	4	10
VI.	35	6	11	25	4	11	60	5	11
VII.	34	5	11	23	3	10	57	4	11
VIII.	27	4	9	16	2	7	43	3	8
Totals	308		100	233		100	541		100

grade. That means that instead of seventy months being required to complete the work of the eight grades, 80.0 months will be required. This is the equivalent of an extra year for each pupil. It is estimated that it costs \$50.00 per year to train a pupil in the school systems in which these pupils were enrolled. Slow progress on the part of these 5373 pupils, therefore, has cost the schools in which they are enrolled \$268,650.00

#### Where Do Pupils Fail of Promotion

But we need to know more than the extent of over-ageness among our pupils and the rate of their progress through the grades. An item of even greater importance to those concerned with the organization of courses of study and their administration is the grade that offers the most difficulty, the point where most non-promotions occur.

This can be determined only by a careful study of a group of pupils who have completed or practically completed the elementary school course, and this group must be large enough to eliminate individual differences of various kinds. Furthermore, this group should consist only of pupils who have done all their work in the same system, because it is a well-known fact that moving from place to place is a very important cause of non-promotion. Again, it should not include pupils who had missed any considerable part of a year because of sickness or other causes, since a non-promotion for such a pupil is not caused from the difficulty of the grade in which the pupil is enrolled.

A number of city school superintendents were asked to furnish us the names of each pupil in the eighth grade who had done all his work in their system and to indicate for each one the number of terms spent in each grade. If a non-promotion had been caused by unavoidable absence from school, they were asked to in-

dicate this fact and such pupils were not included in the study.

Table III summarizes the data submitted by sixty-five superintendents.

A reference to the table shows four things. (1) More non-promotions occur in the first grade than in any other. This is to be expected because of the great change in the life of the pupil brought about by the necessity of readjusting himself to the school regime. However, the percentage of this group that failed in this grade is too large. We are either asking too much of them, or we are not teaching them in the right way. (2) The percentage of non-promotions in the second grade is much less than for either of the adjacent grades. This seems to indicate that we are not making an equitable distribution of requirements among the three primary grades. (3) Another point of interest is the fact that 57 percent of all the failures are made by boys and only 43 percent by girls. (4) If the first grade be excluded, the largest number of non-promotions occurs in the fourth grade. Two percent more non-promotions occur here than in the third grade, which has the next highest number. This fact is of greater interest than either of the first three because it is contrary to the conclusions reached by Blan who says that:

"Taken generally, the grammar grades exert much more pressure on the pupil in the matter of retardation." and to the view expressed by Thorndike, whosays:

"There is no support whatever in fact for the doctrine that the retarding force is greater in the early than in the later grades (grades one being left out of the question). Indeed, the same pupil will commonly spend a considerably longer time in grades six, seven, and eight than in two, three, and four."

The answer to the questions proposed, therefore, are as follows: (1) Barely a majority (56%) of Missouri elementary school pupils are found in the grades where they belong according to their age, and age-grade conditions in this state are not so good as in Minnesota and Kansas. (2) Eight Missouri city school systems hold 94 percent of their pupils to the

sixth grade, 83 percent to the seventh grade, and 70 percent to the eighth grade. The corresponding percentages in thirty-nine Minnesota cities are 91, 104, and 97. (3) Pupils in these eight systems progressed 0.89 of a grade for each year of instruction received. (4) More non-promotions occur in the first and fourth grades than in any other.

## A STUDY OF ARITHMETICS

H. L. FOSTER.

THE TEXT-BOOK holds a very important place in the present day class-room procedure. The per cent of teachers who boast of their freedom from the use of this tool of education is very small. On the other hand a much larger per cent of the teaching force of our schools depend upon the text to furnish a part, if not all, of the material and organization of the course. With these facts before us it is possible to see that a very great responsibility rests upon the author of the text-book and also upon the one or ones who make an adoption. The text should be subjected to as careful and rigorous an examination as would be given to any tool or instrument which is intended to be used for scientific productions. Too often the price of a text, salesmanship of the representative, popularity of the publishing company, or external appearance of the book have been deciding factors in adoptions and little regard has been given to the contents or the particular situation in which the book is to be used. Frequently the one who selects the book is not in a position to know much about either of these factors, both of which are of very great importance.

There is, therefore, a need for investigating text-books and for proposing certain definite standards by which they may be measured. In this article attention is called specifically to arithmetics. Similar investigations have been made with texts in other subjects and there is an abundant opportunity for the study of texts in yet other fields.

In order to obtain authentic material for this investigation six sets of modern three-book series arithmetic texts covering grades three to eight were selected at random but all were of comparatively recent date of publication. One set had been off the press seven years and the other five were less than four years old. The reason for the selection of the oldest set was that the author proposed some radical changes in contents of arithmetics.

Realizing that many phases of investigation would be possible it was decided to limit this study (1) to certain aspects of the content of arithmetics and (2) to the methods of presentation, i. e. spiral versus topical.

The six sets studied presented a very interesting array of facts. While each set had its individual characteristics a certain general agreement was found, examples of which were (a) the distribution of the problem material, (b) the emphasis placed upon bond-fixing material, (c) the amount of material per grade,

(d) the use of arithmetical terms, and (e) the use of material which appeals to the child's interest and activity. For a close and careful study only three parts were considered, viz. problem material, bond-fixing material, and methods of presentation.

Problem material included all of the material in a set of books and was divided into three parts,—developmental which included all of the material used to establish rules or principles; abstract material, or that of the 3 x 5 type; and concrete, or definite problems as ten men, fifteen horses, or twenty dollars. Bond-fixing material included that part of the problem material which was intended to fix the psychological bonds and form arithmetical habits. This type of material was also found to be divided into three parts,—drill, review, and timed tests.

A careful survey of the six sets revealed an average of 19391.5 instances of problem material of which 6.7 per cent was developmental, 55.5 per cent abstract, and 37.8 per cent concrete. With respect to the bond-fixing material the average of the six sets was 15976.8 instances or 82.3 per cent of the problem material. The ratio of each part of the bond-fixing material to the total of the problem material was drill 53.4 per cent, review 19.8 per cent, and timed tests 9.1 per cent. The methods of presentation varied with the authors and subjects. Of the total of seventy-one topics presented in the six sets forty-three were found in one grade, sixteen in two, seven in three, and five in four. The five subjects were found presented in four grades were multiplication, division, area, linear measure, and common fractions. Examples of those found in one grade were longitude, metric system, factoring, and foreign trade.

The results shown by the analysis were carefully and critically examined by aid of such modern authorities as E. L. Thorndike W. S. Monroe, and David Eugene Smith. In doing this an attempt was made to combine both theory and practice. As a result of this discussion, which is too long to be given here, the following conclusions were drawn:

(1) A set of books, to be adaptable to the individual differences of pupils and classes, should contain an abundance of drills and reviews to be used at the discretion of the teacher and according to the needs of the class or individual. To aid the teacher in deciding just how much drill and review is necessary the timed tests serve a useful purpose in providing standards of speed and accuracy.

(2) Certain standards of measurement were proposed. These were determined by a combination of theory and practice as revealed by the study of the text-books and the discussion of the best authorities available. (a) Problem material in a set of texts covering grades three to eight inclusive should be approximately fifty per cent concrete, forty-five per cent abstract, and five per cent developmental; and the ratio of the bond-fixing items to the problem material should be fifty per cent drill, twenty per cent reviews, and ten per cent timed tests. (b) The best method of presentation is a combination of the topical and spiral. Neither has proved to be practical when used alone. Some subjects need to be brought to the pupil's attention but once while others should be presented more often. The number of times a particular topic should be introduced depends upon the topic itself and has to be determined

by experimentation on a large number of cases and over an extended period of time.

(3) For the sake of concreteness it would be a very great help to those whose task it is to select texts if the authors or publishers of a set of arithmetics would state just how the material is apportioned according to some such plan as was used in making the analysis and stating the proposed standards of measurements in this study. One who has had the task of selecting text-books realizes that, too often, there is little or nothing in common in the claims made for the various texts on the market and hence it is difficult to compare them. If some definite plan were agreed upon and the claims presented along those lines the selection of a text-book to fit a definite situation would be much easier and a real service would be rendered.

## ONE-HUNDRED-ONE REASONS, FROM ONE-HUNDRED-ONE LEADERS,

In one-hundred-one Counties why 100 per cent of teachers should enroll in the Community, District and State Teachers' Association.

**S**HOWS progressive spirit by keeping up with conditions of the school affairs of the state.

2. The State Association stands for a square deal to all teachers who are willing to do something to improve the schools of Missouri.

3. It will cause the school boards to look upon us as truly professional and progressive and as a result our employment will be sought.

4. The teachers need the support of the M. S. T. A.

5. The Association belongs to the teachers of Missouri and the stronger we are in numbers the more influence we can have in putting through good, wholesome, school legislation.

6. We want to be progressive and the M. S. T. A. stands for progress.

7. Professional pride should cause all teachers to be members of their State Association.

8. Organization is the keynote of success. Teachers should be a unit of organization to achieve the best results.

9. Membership develops the co-operative spirit, and the world has greater confidence in a body of men and women who work in harmony of spirit and purpose.

10. The whole county will receive inspiration and new ideas of education.

11. The county with 100% enrollment is advertised in the Educational World and people are given a good opinion of it.

12. 100% membership makes the Association more representative and its recommendations will have more weight with legislative bodies.

13. The State Teachers' Association is a school of instruction.

14. The State Teachers' Association is an inspiration to all teachers who attend, and those who do not attend get many benefits, also.

15. Teachers have an opportunity to hear some of the best educators in the United States, or to read their addresses in the School and Community.

16. The social part is an inspiration to all teachers who attend, and each teacher should attend at least the District Association.

17. Every teacher should become a member of the organized profession in which they work.

18. Duty—That which is required by one's station or occupation. A moral obligation. This is a definition of duty by Webster. I believe that this includes all reasons for joining the M. S. T. A.

19. Helps establish better co-operation.

20. Better teaching.

21. Better schools.

22. Profession demands dignity and prestige.

23. So the teachers may be felt in a national way.

24. Teachers know that the M. S. T. A. is doing everything possible for the boys and girls, the schools, and the teachers of the state. Why not show our appreciation of this effort by enrolling?

25. Each teacher needs the help to be derived from membership in the Association.

26. By enrolling each helps to make the Association possible.

27. Teachers return to their schools from Association filled with enthusiasm and new ideas.

28. Each teachers owes this much, at least, to all teachers.

29. Because in "union there is strength."

30. Because the State Teachers' Association has led the way in all progressive school legislation for the last thirty years, to my personal knowledge.

31. If teachers are getting better salaries than formerly, it is largely due to the work of the State Teachers' Association.

32. Because we get more than the worth of the money expended.

33. No group has ever bettered their condition except through organization; therefore we must have organization. The more nearly perfect the organization the more effective it is.

34. Each teacher owes it to her or himself.

35. The State Teachers' Association is our friend.

36. The State Teachers' Association works for the welfare of all schools and all teachers of the state, all the time.

37. The teacher receives a better salary for the same grade of work received four years ago, due in a large measure to the state wide campaign made by the State Teachers' Association.

38. The State Teachers' Association is behind everything worth while, educationally.

39. The State Teachers' Association stands for a square deal in the education of our boys and girls in the city, town, and country.

40. The hope of helping the greatest profession serve the boys and girls of Missouri better.

41. Having the honor of being a recognized member of the greatest profession in the world.

42. Helping constitute an organization through which educational needs and wants may be brought to the people of Missouri and state legislature.

43. Advances and keeps alive the teacher, while in service.

44. Because its motto is to give and not to take—it is unselfish.

45. I have often noted that practically all good lawyers are members of the Bar Association; likewise that all competent doctors are members of the Medical Association. Again I have observed that the jack-legs and quacks are seldom members of these bodies. A teacher classifies himself when he refuses to become a member of the State Teachers' Association.

46. Can in no better way show a just loyalty.

47. It will give encouragement to a systematic legislative program.

48. The State and District Associations fight the battles of classroom teachers.

49. It will insure professional reading among all classes of teachers both rural and high school.

50. THE SCHOOL AND COMMUNITY is a good school paper standing for things that all teachers ought to support.

51. Because the State Association is a power in fighting the battle for better schools and better teaching conditions.

52. Because the State Association is guided by wise leadership showing the way of advancement to us shortsighted ones.

53. The State Teachers' Association stands for "Better Teaching, Better Salaries, Better Physical Conditions and Better Schools."

54. The best way to achieve success is through organization.

55. It is the professional duty of every teacher if he really has the welfare of our schools at heart.

56. Through an organization with an enrollment of 20,000 teachers we will have power and influence in Missouri.

57. It is the only organization working exclusively for better schools.

58. "United we stand, divided we fall."

59. Has caused more beneficial legislation to be enacted than any other similar organization in state.

60. To be affiliated with a profitable and functioning organization is both a duty and an honor.

61. To help provide sufficient funds to stimulate an organization of which the teacher is a part.

62. To help make Missouri a leading state in teachers' activities.

63. To aid in fostering and bringing about necessary legislation for the betterment of teachers' salaries and living conditions.

64. To support an organization of unity and of national importance.

65. To enable this organization to discourage undesirable things and to promote desirable things which are of absolute necessity to the welfare of our educational system.

66. This is the best means of getting quick remedial action on all questions pertaining to all concerned.

67. Because this is the only recognized teachers' organization.

68. Teaching should be a profession and teachers professional men and women. To bring this about it is necessary to set definite standards of preparation and of conduct. Only a representative organization can do this.

69. The M. S. T. A. has led in the fight for better schools, better teachers and better teaching conditions.

70. The schools have the task of developing boys and girls into high class citizens.

71. If a teacher is not willing to work with other teachers to this end he should get into some other line of work and make room for someone who is.

72. 100% enrollment is an excellent habit for a county to form. THE SCHOOL AND COMMUNITY is worth more than the price of membership.

73. Every profession has its organization from which to draw pleasure and inspiration. Every Missouri teacher should take pride and pleasure in belonging to the State Teachers' Association.

74. Because the State Teachers' Association has stood for the best interests of the teachers at all times since its organization and it is my duty to support it.

75. The M. S. T. A. fostered the agitation for better salaries until the salaries were raised in many instances from 50% to 100% and I have no right to share the reward without sharing the expense.

76. I should not be in a profession that I am not willing to support.

77. Teachers who belong to the State Association are progressive.

78. All favors that teachers have received recently through legislation have been brought about by the efforts of the State Teachers' Association.

79. The Missouri State Teachers' Association is an organization working for the educational advancement of the people of our country.

80. THE SCHOOL AND COMMUNITY alone is worth the membership fee.

81. "In union there is strength." More can be accomplished. Makes the individual feel that he is a part of an organization working in a great cause.

82. A 100% enrollment insures the maximum amount of funds hence the maximum amount of work can be accomplished for the upbuilding of the public schools.

83. The teachers receive much valuable information and help from THE SCHOOL AND COMMUNITY.

84. Teachers should show enough interest in the profession to join the Teachers' Association.

85. Virtually all of the good teachers of the state belong to the Association.

86. The Association is and has been doing much to upbuild the profession.

87. Make the organization one of the best and strongest organizations in Missouri.

88. For the benefit they will derive from same.

89. They will then be wide awake teachers as they will be posted on legislation.

90. It is an organization for the teachers, by the teachers, and of the teachers.

91. That the professional interest and growth may be maintained.

92. That we keep abreast of the times in every way possible.

93. That the teachers may receive the enthusiasm and uplift that follows association with each other.

94. In a word to do the things that as teachers we are asked and expected to do.

95. "One shall chase a thousand, and two shall put ten thousand to flight." As our organization increases in unanimity, we are strengthened for service and better prepared to oppose the forces of darkness, ignorance, and misinformation.

96. To know that each and every other teacher of the county is engaged in the same purpose will comfort, cheer and strengthen each member of the organization.

97. Each county in the state should enroll in the Association 100% strong—because if no one enrolled where would we be?

98. It proves loyalty to our profession, the greatest in the world.

99. It promotes education in general and provides for educational progress.

100. It insures pride, promotion and progress in the profession.

101. Our enrollment speaks confidence in and appreciation of all the officers of the Association from lowest to highest and guarantees them the funds and moral support to carry on the great meetings, distribute circulars and magazines of information, and makes possible the organized efforts to better the condition of each school.

## HISTORY OF EDUCATION IN MISSOURI

### THE EARLY HIGH SCHOOLS

W. T. Carrington

The high school has become a unique institution in our system of public education. It is an evolution of an unusual type. It grew out of the old academy. Several hundred academies for boys, a few seminaries for girls and many private schools for both boys and girls flourished in Missouri from 1840 to 1880. They admitted pupils of all grades at first. Later on when public elementary schools had grown in number and efficiency, their curriculum was limited largely to higher branches. The early academies, especially in the French settlements, were semi-public in the sense that they received gifts of public lands as endowments, were authorized by law to collect tuition fees and were required to admit certain children free. Later, many were established and fostered by religious organizations. Others represented individual or community enterprises which had their beginnings in tutoring in the family. In early days it was not uncommon for a well-to-do farmer to employ a tutor in the home and invite neighbors to send their children to be tutored. Many

of the best academies had their beginning in some such way. Only boys having talent and considered capable to enter professional life were prepared for college. Apprenticeship supplied the needs of boys preparing for trades and vocations. Girls were assigned their life duties as home-makers and mothers and received their preparation in the home, except the favored ones who were sent to finishing schools to study music, art, and polite literature. Such as these were prepared for social duties. The idea of universal education was slow in developing. Education was more of a selective process, a crude, yet effective, vocational guidance.

The public high schools grew from entirely different conceptions. The academy, while not necessarily aristocratic, was a select institution. Many patrons felt the necessity of keeping them exclusive because of fear of contamination of the morals and manners of their children.

The academy did not so clearly differentiate elementary and secondary education. The public schools developed distinctive grades. When



"higher branches" were added those classes in which they were studied were designated "higher grades." This process began in the country schools earlier than in the towns for the reason that most towns had good academies. There were public schools in the open country prior to 1860, in well-developed farming districts, in which were taught Latin, algebra, geometry, English analysis and rhetoric, composition, science, and history, in some degree.

St. Louis had the first organized high school in Missouri. It began in 1853 in one room with one teacher at the old Brenton School. The school grew so rapidly that it had a building of its own in 1856. W. T. Harris, a young man of twenty-two, just out of Yale, came to St. Louis in 1857 as teacher in the only high school in the state at the time. He spent thirty-one years in the St. Louis schools as high school teacher, as high school principal and city superintendent. He found little system in the schools when he came in 1857, but left St. Louis in 1888 having one of the best, if not the best, school system in the country, due largely to his constructive genius and philosophic mind.

St. Joseph high school had its beginning in a rented room, taught by one teacher, E. B. Neely, in 1864. He gave St. Joseph forty years of devoted school service as superintendent and retired in 1904, leaving an excellent school system and a high type high school.

Kansas City started its high school system as a department in one of its graded schools in the late sixties.

Many Missouri towns started high schools in the basements of churches in the seventies as mere departments of the public schools in which "higher branches" were taught. These subjects included Latin (beginners, Caesar, Cicero and Virgil), mathematics, (algebra, geometry, trigonometry and higher arithmetic), English (analysis and parsing, rhetoric and composition). Other subjects were taught according to the bent of mind and the previous studies of the teacher.

The writer attended a country school, prior to 1872, in which such higher branches were taught. He had studied Maury's physical geography and several of Steele's Fourteen Weeks in Science and had read some of Smith's histories. He was admitted to Junior standing in college, on examination, from this school taught by a Bethany College graduate. From 1876 to 1881 the writer served as principal of town schools. For the first three years his daily schedule called for twelve recitations of average length of twenty-five minutes. The two following years he had an assistant. The course was lengthened to full four years. The daily program limited students to four subjects and each teacher to eight recitations of approximately forty minutes each. Scores of high schools in Missouri had just such beginnings at this time. We had no libraries or laboratories and were fortunate if we had good seats and black-

boards, an unabridged dictionary and an encyclopedia. The merits of the work done at that time and under such circumstances cannot well be judged by teachers who have been trained in the present well-equipped Teachers Colleges or Schools of Education.

How effective the work done in the early high schools may be judged by the results, by the number of students fired with ambitions for thorough training who later became successful professional and business men. Often credit is given to some higher institutions for the success of its graduates which should go to modest secondary teachers who have inspired and encouraged.

The state reports of Superintendent Mott (1871-1875) and of Dr. Shannon (1875-1883) gave in detail the work done in the high schools of St. Louis, Kansas City and St. Joseph. Each city had one high school called the Central high school. All three of them became schools of great merit and large attendance by 1883. No other high schools were mentioned in the state reports except incidentally. There were statistics of "graded and high schools" that were organized under an act providing for schools in cities, towns and villages, but no attempt was made to segregate the high schools.

The law conferred upon school boards authority to "make all needful rules and regulations." This was construed to authorize a course of study that would include "higher branches," so the starting of high schools was considered a matter of local option. In localities having academies or private schools, it was long held that it was not the purpose of the common school to include high school. In college environments, all teaching of "higher branches" was considered "preparing for college." All of the older towns had academies or colleges, hence were slow in developing public high schools. There are yet some localities in Missouri where there is some such sentiment. It is not at all strange that the best high schools outside of the three large cities were first established in the newer and poorer parts of the state. Such was the high school situation when W. E. Coleman became State Superintendent in 1883.

Superintendent Coleman immediately secured the passage of a law making it clear that school boards had authority to maintain high schools. He had had experience in establishing excellent high schools at Miami, Liberty and Marshall. He also advised that one-teacher-schools should confine their work to eight grades. This was the beginning of the end of teaching higher branches in the rural schools. He gathered statistics from the graded and high schools and differentiated them. High school statistics were published monthly in the Missouri School Journal edited by the writer who was then Assistant State Superintendent.

The details of high school management and courses of study were subjects of discussion in all gatherings of teachers. There was general agreement among school men and as a result orderly development was promoted.

Within four years many high schools stood out as separate entities in school systems and principals and teachers in high schools were generally recognized as such. The higher institutions became interested, first to question, then to endure and finally to approve. By 1887 the spirit of cooperation between high school and college prevailed. Dr. S. S. Laws, president of State University, secured the adoption of a resolution by the State Teachers' Association calling for the appointment of a committee to prepare a plan of cooperation between the high schools and the university. The report of the committee in 1888, accepted, with some modifications, the curricula of the preparatory department of the university and recommended admission of high school graduates to the university and colleges on credentials. While this report opened the way to cooperation, it did not greatly stimulate high schools. It tended however to strengthen the position of high schools in the state system.

About this time the Central High School in Kansas City attracted wide attention. Principal John F. Buchanan, a man of energy and enthusiasm with rare executive ability, trebled its enrollment and effectiveness in a few years. The Springfield High School increased in five years from an enrollment of 140 to 525. Many other high schools made similar growth. The teaching of sciences by laboratory methods and the extensive use of reference books in

teaching history and English were projected at this time. Gilbert Morrison opened the Manual-Training High School in Kansas City which started a new influence that had its effect on high schools the country over. Individual experimentation and personal research were generally accepted and adopted as fast as proper equipment could be secured. The applications of scientific truth to every day affairs in industry and vocation was practiced more and more. The slow introduction of manual training and home economics was due more to lack of money than to lack of disposition, more to the lack of prepared teachers than to lack of interest in the subjects. During this period the Springfield High School developed strong departments in history and in English and was perhaps the first to secure an adequate reference library for those purposes. It was slow in equipping science laboratories and for manual and vocational arts, due partly to lack of money, but more to the attitude of faculty in its devotion to the humanities. The same attitude prevailed in St. Louis, St. Joseph and other large high schools. Circumstances such as just mentioned and others of local concern determined the curricula of the different high schools. There was discussion of such problems as "How adjust high school work to the individual differences of pupils?", "How utilize their environments in preparing high school pupils for life work?"

## THE JANE HAYES GATES REPUBLIC

By Anne M. Titterington, Instructor in Social Science

(The Jane Hayes Gates Institute is the only at public expense in the state of Missouri)

For more than a year the faculty had been casting about for some form of pupil participation which would meet the particular needs of our school. The girls come from all parts of the city making it inadvisable to encourage clubs which take up much time out of school hours. Representatives from the Girl Reserves and Girl Scouts made talks to the girls but no considerable number could be interested in either of these organizations. Yet as time went on the realization that something must be done to develop a sense of responsibility and the spirit of service among the girls, was more deeply impressed upon us.

The school has been divided into four clubs which meet the last period Friday afternoon. Somehow the girls did not seem to feel that the clubs belonged to them. They were not developing initiative and a sense of responsibility, two qualities which every educational institution is duty bound to develop.

Finally it was decided to organize the republic. The idea was introduced through the Civics classes. We studied how the Constitution of the United States was instituted and why. The girls decided that it would give them much real experience in citizenship to have a constitutional convention, draw up a

trade school for girls and women maintained

constitution, and carry on a real government within our own school to meet a real school situation.

The clubs elected representatives to the constitutional convention. These representatives took their tasks with all seriousness, giving much time and thought to the formulating of the constitution. The student body understood from the first that the teachers were their helpers and advisors in their attempt at government just as they were in all the rest of their school work, not members of the republic. Miss Riggs as principal was responsible to the Board of Education for the proper conduct of the school but she was glad to delegate such of her responsibilities as the girls showed ability to assume.

The Constitutional Convention decided that the following officers were needed: President, Vice-president, Treasurer, with the usual duties of such officers; Secretary of State whose duty it is to have charge of all outside relationships, that is send the school items to the newspaper each week, advertise school plays, programs, parties etc., bring our school and its work to the attention of those graduating from the various ward schools; Secretary of the Interior with her helpers to make the buildings and grounds as attrac-

tive as possible and keep the premises neat and orderly; Attorney General appoints deputies who report any infringement of the laws of the republic so that the offenders may be haled into court; four judges, one from the group of special students, one from the second year girls, and two from the first year group.

Each club elects representatives, one to every twelve members, to the Congress of the republic which consists of one House which meets once in two weeks. The laws of the republic are passed by this body. These laws must have the signature of the President of the republic and the Principal of the school.

The officers of the school must be class A students. At the end of the first quarter of each school year the members of each class judge its members according to a list of class A qualities worked out by the entire school last year.

A class A student shall have the following qualities:

School spirit—a real interest in the well being of the school.

Leadership—ability to think through and do a thing without direction.

Co-operation—evidence of ability to work with other people without friction.

Scholarship—units of work completed in the required time.

Efficiency—ability to do work well.

Obedience—give evidence of willingness to abide by the rules and regulations of the school.

Dependability—give evidence of being worthy of trust.

A girl must be judged class A by a majority of her class mates if her name appears on that list. The list is posted and from it are chosen the officers for the next ten weeks. A nominating Convention choose the candidates. The election is held according to the election laws of the State of Missouri as nearly as possible. The officers chosen take the oath of office in the presence of the entire school.

As can be easily imagined the work of the attorney general and his deputies requires the most careful handling. Each deputy has slips containing a list of the misdemeanors and crimes. If she sees any one trespassing any of these laws she hands that person one of the slips with the misdemeanor, with which she is accused, checked. A duplicate slip is handed to the attorney general whose duty it is to bring the offenders into court. At first the girls were most reluctant to report their classmates but they gradually came to see that we were all trying to build up good personal as well as good citizenship habits and we all needed the help of each other.

Perhaps a list of the misdemeanors would be of interest.

#### I. Untidiness.

1. Personal.
2. Lockers left open or disorderly.
3. Chairs—written on or disarranged.

4. Getting paper, crumbs or other unnecessary litter on the floor.

5. Leaving belongings around school premises.

6. Leaving lavatories in untidy condition.

7. Not clearing tables and machines.

II. Primping in class.

III. Chewing gum in class.

IV. Being late to class and failure to be out of the building before the ten-minute bell after school unless given permission by some teacher to stay.

V. Failure to return reference books on time.

Crimes against the republic are:

1. Profane or obscene language.

2. Unladylike conduct.

3. Stealing.

4. Cheating.

At first Congress fixed the punishment of misdemeanors as specified periods of time to be made up at noons or after school. Later that body decided that some definite tasks should be assigned.

Courts meet once in two weeks. The Attorney General hales offenders into court. The judges hear the evidence and fix the punishment. They also see that the penalty is duly paid.

We believe that the republic has done much for our girls. They feel that it is a privilege and an honor to be an officer of the republic although it takes considerable time and often much worry. They learn what it means to serve and only in one or two instances has there been unwillingness manifested and that disappeared after a short time in office. Even the duties of the attorney general are performed with a surprising amount of tact and good sense.

One of the most apparent results of pupil participation has been the development of leadership in pupils of whom we least expected it. One girl, a sweet retiring sort of a person, was made secretary of the interior. We feared that her timidity would greatly hamper what executive ability she might possess. Imagine our surprise to have evidences of untidiness at the lunch hour and in the toilets, which we had sought in many ways to eradicate for a year and a half, disappear as by magic without friction of any sort being apparent. The next quarter this same girl was elected president. Her untiring devotion and quiet efficiency went a long way in making our republic the success we feel it has been.

We have also found that girls are much more sensitive to, and responsive to the judgment of their peers than to that of their teachers. Cheating and the attitude that it is cute to put something over on the teachers have been much more successfully combated by faculty and pupils working together than ever could have been accomplished in any other way. The feeling of wanting to do something for "our school" is fast becoming almost universal.

Pupil participation means training for citizenship. How can we expect our young peo-

ple to go into the world with a spirit of service and co-operation if our schools are out and out autocracies? If our boys and girls are always dictated to, never having a chance to face and work out problems, how can we expect them to meet neighborhood, city, state, and national problems wisely in their adult life?

The writer feels that any school which will give pupil participation a fair trial will be convinced that it is doing much more for its young people than can be done in the older type school. Mark you, I am not saying that pupil participation is a panacea for all problems of discipline or that it lessens

the work of the teacher because to make a junior republic "go" some one must be everlastingly on the job with a finger on all the details. The more quietly and unobtrusively this can be done the better the results. Neither is one to expect perfection in pupil government any more than in adult governments. However if we can develop an earnest spirit of co-operation and a realization of the world's great need for unselfish service coupled with actual practice in these arts, perhaps in the tomorrow of our life as a nation our adult government may more nearly reach that perfection for which we all hope.

## ORAL READING

Chas. E. Germane

**I**N RECENT years so much has been said and written about silent reading that some teachers are beginning to ask the question, "Shall we devote any time to the teaching of oral reading?" It is true that the emphasis should be placed upon silent reading as it is more useful and economical in life. But silent reading in no way supplants oral. Good oral reading is in a large measure dependent upon a previous silent reading of the material so that the correct interpretation may be given.

### Objectives

1. One of the most desired accomplishments in life is the ability to read and to speak with correct pronunciation, clear articulation and perfect modulation. Oral reading and oral English afford splendid opportunities for arousing interest and developing skill in these three wholesome abilities. If reading material is selected which appeals to the child's interests and experiences and if through dramatization or oral rendition of such selections the child experiences joy, there is sufficient pupil motivation to insure working for skill in pronunciation, articulation and modulation.

2. Another objective in oral reading is to develop an appreciation for the joy which comes in sharing a story or a poem with others. The old time custom where the family enjoyed a book together around the fireside might well be re-established in the modern American home. Possibly the greatest opportunity for developing an appreciation for and a joy in reading good literature is afforded in the oral reading periods of the primary grades, when the pupils read their favorite stories to one another and discuss them. Indeed, in the advanced grades, a similar treatment of dramas and short stories might tend to have a desirable influence upon the type of literature read by pupils of these grades in their leisure hours.

3. Again, good oral rendition of certain literary masterpieces enhances their charm and gives them greater depth of meaning. Much of the aesthetic appeal and emotional significance would be lost if such passages were merely read silently. The charm inherent in word imagery, meter, euphony and tone could not be fully appreciated unless such selections are read well orally.

### Oral Reading Has Failed to Function

Regardless of the fact that for years practically the entire reading period has been devoted to hearing pupils read, the eighth grade and H. S. graduates are poor oral readers. Not only is their pronunciation and enunciation faulty but pleasing voice qualities are lacking and the rendition is void of appreciation and feeling. It is apparent that somewhere in the teaching of oral reading the fundamental principles which go to insure desirable results have been lacking.

### The Two Fundamental Principles

The first fundamental principle to be observed in the oral reading recitation period is that the "audience effect" must always be present. That is, the pupil who is reading must feel that his class-mates are genuinely interested in what he is reading and that they, upon their own initiative, are listening closely. Contrast the reading attitude of a pupil reading to his classmates some poem such as "The Sandpiper," which they have all studied, with the reading attitude of this same pupil when he is reading some poem, e. g., "Kentucky Belle," which is entirely new to all his classmates. In this latter case he has an audience that is responsive. Such situations are a challenge to the pupil to do his best.

The second fundamental principle is that the reading material must be interesting to the children who are to read or to listen. Too often poems and prose selections are assigned for study that have no "compelling pull" on the interests of the pupils. For most children good oral reading selections are those which possess movement, life, humor, considerable action or adventure. The material must appeal to their past experiences, their imagination and their philosophy of life. Pupils in the grades may be neither mentally capable nor disposed to appreciate the philosophy of Bryant's "Thanatopsis" or Wordsworth's "The Daffodils." Even with adult readers often selections which appeal to the emotions and playful moods are more interesting than those which appeal to the intellect.

"In this connection it is interesting to recall that some years ago an English magazine published the results of a census which it had made of the order of popularity of Brown-



ing's shorter poems. The list contained about fifty of these poems, including such matchless gems as 'Evelyn Hope,' 'Abt Vogler,' 'My Last Duchess,' 'Rabbi Ben Ezra,' etc. But the first place of all the fifty was given to the poem entitled, 'How They Brought the Good News From Ghent to Aix,' a poem without significance of thought or sentiment, but depending for its interest upon the incident of a desperate horseback ride from Ghent to Aix.\*\*

#### Suggested Methods:

To insure good oral reading then, the teacher, in her preparation of the lesson, should ask herself these questions: (1) Is the subject matter vitally interesting and (2) Will the reader have an audience in the true sense of the word? Many school room situations afford an ideal setting for successful oral reading lessons. Following are a few suggestive devices:

1. *The Cut-up Story.* Choose a story from some boys' or girls' magazine or paper that will be of interest to your particular grade. Mount it on oak tag or pasteboard and cut it into several parts. Distribute these to good readers in your class. Allow each pupil who has a part of the story ample time to prepare it for oral reading. At the end of the "study period" the whole story is read to the class, by the various members of the group. It may be advisable to stress the importance of each reader doing his best to make the story a success. Just as a lame boy or girl has no business participating in a relay race and thus handicapping his team, a student has no right to spoil a good story for the whole class by attempting to read a part when he is not prepared.

2. *Group to Group Reading.* Divide your class into several groups. Give each group a different story to prepare to read to the entire class. Appoint a leader for each group who is responsible for the preparation of a particular story. Each member of each group reads part of a story to the class. A vote may be taken at the end of the period to determine which story was best presented. Such books as "Fifty Famous Stories Re-told" contain stories suited for this type of work. Different versions of the same story may be read in the same way and later, in an oral English exercise, their relative merits discussed.

3. *Riddles and Jokes.* Encourage the pupils to select good riddles and jokes from papers and magazines at home. The teacher should censor these before having them read to the class. Any child who attempts to read a selection of this type should clearly understand that he must be prepared, must speak distinctly, and loudly enough that his audience will enjoy listening to him.

\*PATRICK—"Psychology of Relaxation"—pages 70-71.

4. *Reading of Easy Stories.* In many classes there are pupils who find the particular subject-matter of their grade much too difficult. Shall they be permitted to "stumble through" a selection and literally "murder" it for the sake of hearing them read? Possibly it would be better both for the reader and the audience to have such pupils prepare easy stories to read to a lower grade. Many teachers encourage such pupils to take home books that are used in the lower grades and read these simple stories to younger brothers and sisters.

5. *Dramatization.* Many stories and poems are written in such a way that the pupils may dramatize them, reading from the book. Possibly this is one of the best ways of getting good oral expression. The child forgets himself and really becomes "The Big Billy Goat," "Red Riding Hood" or "Robin Hood."

6. *Individual Reading.* Oftentimes in the school library there is only one copy of a book which all the children would enjoy reading. In many instances the subject matter is closely related to some particular topic the pupils are studying. The book could be enjoyed by all and the regular class work supplemented by having different members of the class read a chapter a day to the others. For example, in geography, when the Scandinavian countries were being studied, such stories as "The Vikings" or "Leif and Thorkel" might be read in this way.

7. *Reading to Prove a Point.* Some of the best oral reading in the classroom is often incidental and may occur in connection with history, geography or social sciences. For example, the pupil's answers to the teacher's questions or his interpretation of certain parts of the lesson may be challenged by the teacher or other pupils. In such instances, he accepts the challenge and is motivated to read with the idea of convincing his audience.

8. *Individual Problems.* A pupil often becomes interested in some particular line of work. He should be encouraged to bring to the class any supplementary material pertaining to his special problem that he may find at home or in the library. Newspaper items of interest such as were to be found in every paper relative to the Japanese earthquake, the world fliers, etc. also are splendid material.

#### Conclusion

In conclusion, let us remember that oral reading has a place in every grade. It should not be considered a "thing apart" from the silent reading lessons but, in many instances, the natural outcome. Largely to the degree that the subject matter is vitally interesting and there is present the "audience effect" to that degree better results in oral reading will be realized.



## CHILD HYGIENE, AND SCHOOL AND HOME SANITATION

Department conducted by the  
Missouri Tuberculosis Association  
**W. McN. MILLER, M. D. Editor**



### THE BRITISH VIEW OF A HEALTHY SCHOOL

**WE REPRINT** for the readers of this department an article appearing in the Manchester (Eng.) Guardian Weekly of August 22.

While obviously referring to such private boys' schools of England the type of which is known to us in America as an academy, the article is pertinent to us by way of side-light on our rural high schools as well as to our so called rural consolidated schools. It presents the point of view of the Englishman and the almost indefinable "spirit of the school," its atmosphere, which has given to the Englishman the trait of character, hardihood and endurance which has made his little island the center of the world's greatest empire of political, social, commercial and cultural activity.

It affords us of Missouri, now that health education has found definite place in the State course of study, an exquisite satisfaction in that it assumes such health work in these English schools to have been fundamental to the development of the British empire. The article follows:

#### THE HEALTHY SCHOOL

**IN HARRISON'S** Description of England (in the days of Elizabeth), contained in Holinshed's "Chronicles," there is a brief picture of Oxford and Cambridge:

"Oxford standeth most pleasantly, being environed in manner round about with woods on the hills aloft, and goodly rivers in the bottoms and valleys beneath. That of Cambridge standeth very well, saving that it is somewhat near unto the fens; whereby the wholesomeness of the air is not a little corrupted." The modern men of Cambridge would say "we have changed all that."

The extract is given because it shows that even this old writer noted the importance to a school of a pleasant healthy environment. Today we recognize how vital this is. Personally I should pay as much attention to the setting of a school as to its internal arrangements. I should like my boy to be pleasantly aware each day of the elemental beauties of nature, either a wide expanse of sea with its eternal ebb and flow, or a green prospect of hills and woods with their eternal ebb and flow of spring and autumn, summer and winter. There is a virtue in nature which stirs the imagination of the young, so that the wide view of nature helps one to acquire a long view of life. I would have untainted tides of pure air washing around my school, flowing from ocean or hills. There should be

about my school all the pleasant activities of a country life, a view sometimes of the farmer drawing hard breath over a plough and watching the blossoms set, and the boy gathering the herd at milking time. The clatter of the mowing machine should break through the window and the shrill cock-crow at sunrise. This teaches the scholar the ultimate dependence of human life upon mother earth and dispels the idea that food is mysteriously created in shops. Also such an environment calls out the harder side of life, disposing boys to an active outdoor life and not to fear wind and rain and the surf and the crag.

The private schools of England have recognized this and are famous for their lovely setting. If one reads the announcements on this page one sees that each school is situated in sight of the sea or amidst green hills and woods. One, indeed, is a ship on a tidal river, where on the waters the boys learn the lore of the mercantile marine. In choosing a school, therefore, the parent should certainly survey its surroundings. It must be remembered that the body helps the soul as much as the soul helps the body, and while the mind is developing and its powers burgeoning into manhood, the body, which is its only instrument, is developing too. If the mind is being shaped and the character formed, then also the body is creating its standard of health for a lifetime.

The parent should closely inspect the school itself from this point of view. He will demand spacious playing grounds, set orderly but free enough for the utmost endeavor of physical exercise. The classrooms will be spacious and flooded with sunlight and fresh air. The bedrooms and dormitories must be fitted with modern hygienic apparatus so that Brother Water may perform his clean offices. There will probably be a sick-bay in the good school. Expert nursing must be available and the best medical service near at hand. Arrangements for meals will obviously be studied; the hygienic preparation of them and the quality of them.

Above all the Principal himself must be the center and source of health. Not merely physical health, but that clean, fine, adventurous outlook on life which spells mental and moral healthiness. I like that sentence in old Fuller's "Holy State" in which he describes the good schoolmaster "and thus God mouldeth some for a schoolmaster's life, undertaking it with desire and delight, and discharging it with dexterity and happy success." "Desire and delight," "happy success," these phrases spell healthiness.

For there is an aspect of health which goes deeper than a healthy environment. Physical health depends largely on the full and happy activity of the mind. A school is composed of boys with widely differing personalities. To crib and confine all of them into the mould of an unresilient system is to create repressions in the scholar which will warp and worry the mind and cause misery. Discipline and a minimum of definite curriculum there must be, but the good school must give ample opportunity for the display of varied powers. It must command the enthusiasm of the scholar so that his life is full of creative zest from sunrise to sleep-time. The enforced society of other boys must give him an outlet for self-expression and must not repress him with arbitrary conventions. Repressions mean moral ill-health, an evil always likely to crop up in any artificial society. A school need not be an artificial society but the most natural one in the world, where the impulses of life, the desire of the mind, the out-reachings of ambition are fully expressed in a comradeship all the more zestful because of the element of healthy rivalry.

The healthy school, therefore, is the quest of the parent. A school which, in addition to the cold apparatus of physical health, pos-

sesses the secret of the healthy life. To love work and with zest to pursue it; to know not which you love most, work or play; to accept the challenge of hardship whether it be on the form of the classroom or in the mud of the football field; to compete with your fellows and to determine to excel; not in things which harm others, but in deeds which help others to live more healthily—surely this is the life of the good school. That such schools exist we know. The parent is to blame if he fails to seek them out.

#### A DESERVED ACKNOWLEDGMENT

WITH A bulletin on infant mortality in Missouri in relationship to birth certification and registration and to tuberculosis covering the years 1911-1923, which exhibits a triumphant reduction in the death-rates from all causes under one year age and from tuberculosis at all ages in that time-period and which is now being issued by the Missouri Tuberculosis Association, this association expresses its appreciation and makes a well deserved formal acknowledgment to the teachers and pupils of the schools of Missouri of the significant part they have played in the here demonstrated resultful movement for the control of tuberculosis in the State.

The acknowledgment reads:

"In representing this statistical survey of infant mortality in Missouri to the people of the State bringing to their attention the triumphant achievement made in the reduction of deaths in infancy and from tuberculosis in the State in the past twelve years, we wish to acknowledge that the attainment of these beneficent results have been made possible only through the cooperation given the tuberculosis movement by the teachers and the pupils of the schools of the State.

"They have cooperated in the health education program and also have provided largely for the financial support of the movement by the selling of Tuberculosis Christmas Seals, the chief source of the State Association's financial support throughout the past thirteen years.

"Particularly to the State superintendent of public schools and to the county and city superintendents of schools are we grateful for the cooperation which they have given us throughout this period, finding culmination in the incorporation of health education in the recently established State course of study.

"To these and to other friends we take this

occasion to express our gratitude and again to request continuation of their support."

This statistical survey yields information to the effect that had the 1911 birth- and death-rate prevailed for the year 1923, as based upon reports made by the State Board of Health, there would have been in the State in that year 7333 deaths under one year age instead of 4933, a saving of 2400 lives of infants to Missouri in the year. Had the tuberculosis death-rate of 1911 prevailed in the State in 1923, there would have been 3817 deaths from that disease instead 2857,

a saving of 2460 lives in Missouri in the year. From both there has been a saving to the State, allowing for the deaths and the would be deaths of infants under one year age due to tuberculosis, a total of 4774 lives; and further, on the same basis of estimation, of every eight births there was one death fewer under one year age from all causes and from tuberculosis at all ages, together. A triumphant achievement and all consequent and as a by-product attributable to health education in the schools.

## THE PROFESSIONAL SPIRIT AND AMERICAN LIFE

A Paper Prepared for the Convention of the Professional Men's Club, Des Moines Iowa,  
August 16, 1924.

by Frederick M. Eliot

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WE ARE living in a peculiarly self-conscious age. Introspection, whether personal or national, is the fashion of the day; and we have at least the merit of telling ourselves with the utmost frankness what we think we have discovered in these explorations of our inner selves. There may be a tendency to look with particular eagerness for the unpleasant truth, but at any rate this tendency is a wholesome antidote to the spirit of sentimental self-congratulation. Whatever may be our attitude in the presence of foreigners, we are very far from telling ourselves that all is well with America. We are much more concerned with discovering what might be better, and how the improvement might be brought about.

In this process of national self-examination, there is one element in our national life that has received far less attention than it deserves. We hear a great deal about business, and a great deal about industry; but there is surprisingly little said about the professions. The purpose of this paper is to outline the importance of the professional spirit in the life of America—to point out some of the reasons why it is at present playing so small a part in our national life, and to suggest certain ways in which we may hope to bring about a renaissance of professionalism in this country.

### I.

Before we can discuss the contribution which the professional spirit might be making to American life, we must have clearly in mind what we mean by the word "professional." There is a strange double use of this word in common speech, which is highly suggestive. In the world of sport, the word is employed as the antithesis of amateur, and carries with it the implication of pecuniary

gain. A professional baseball player, for example, is one who plays the game for money, and not for the sheer love of it. But in the other sense in which the word is used it carries almost precisely the opposite significance. As set over against the business man, we think of the professional man as one who carries on his daily work with less regard for monetary return—a man who recognizes certain ideals and standards which the commercial world does not recognize. Thus the word "professional" carries two very different meanings, so different as to be practically contradictory. Yet in both cases the basic idea is the relation of a man's activity to the prospect of material gain.

This gives us the fundamental key to what we mean by the professional spirit. It is chiefly a matter of putting considerations of personal and pecuniary gain in their proper place.

Mark the phrase: putting them in their proper place! That does not mean getting rid of them, or even trying to get rid of them. It means seeing clearly the true importance of this necessary element in any man's life, and giving to it its due proportion of weight in his scheme of living. The man who tries to get along without giving any weight at all to the matter of material gain is either a saint or a fool. He is no more balanced than the man who thinks of nothing else. The professional spirit recognizes a scale of values, of which pecuniary profit is one, but by no means the principal one. Indeed, the professional spirit differs from the commercial spirit chiefly in its insistence that the element of personal profit must come last in its scale of values. All of the values which go to make up the professional man's ideals are to be found in the business world, at least in some degree. The difference comes

in the matter of relative importance attached to the respective values. It is at bottom a matter of emphasis.

Two values take precedence over that of personal profit for the professional man. The first of these is the integrity of his profession itself. The second is the public good. Let me explain these two points a little more in detail.

By the integrity of his profession, a professional man means the body of special knowledge and experience which has become the inheritance of the members of his profession. This heritage is, for him, of priceless value. It represents the gains which his predecessors in the profession have wrought out by their fidelity and hard labor of mind and hand. It is something far more important than the private lives of individuals. It is like a trust, of which for the moment he happens to be one of the guardians, but which has claims upon his loyalty and devotion that transcend any merely personal considerations. The lawyer, for example, is the trustee for the whole body of organized justice which centuries of human experience have been slowly and painfully working out. He recognizes a tremendous responsibility to conserve these gains, and—if he can do so—to add to them in some measure by his own hard labor. This conception of the professions as a form of trusteeship is basic in professional life, and it creates a set of values which must always take first place in the lives of individual members of the professions. It is this idea that lies behind the insistence upon long and strenuous preparation for the practice of a profession. It is this idea that gives rise to the professional jealousy that seeks to guard the profession against the entrance of half-trained and unworthy members. Without this loyalty to the integrity of the profession, there can be no true professional spirit.

By the public good, a professional man means the interests of those whom he serves as clients, either directly or indirectly, considered as a whole and in the long run. These interests may be thought of as a series of concentric circles, at the center of which stands the comparatively small body of professional men. In the circles immediately surrounding them are the individuals who are their personal clients. In the circles, beyond are the larger groups of the town, the state, the nation; and in the largest circle—including all the rest—is humanity itself. It is not enough for the professional man to take into account the circles that embrace his own personal clients. He must keep in mind the whole series of circles, and govern his conduct by the effect which his actions will have upon the everwidening circles of human influence. Nor can he act as though the present moment were the final and most important thing. He must learn to think ahead, to measure the effects of present acts upon future conditions. He must endeavor to serve the whole human race in the whole of its future history. Obviously, this is an idealistic

picture of what the professional man should do; but it is characteristic of professional men that they should not be frightened by the word idealistic. The realize that idealism which reaches far out beyond present possibilities is the necessary preliminary to all human progress. To set up an ideal that is easy of attainment seems to them a form of self-deception. To set up an ideal that is altogether beyond our chances of actual achievement seems to them a highly practical thing to do, because it brings them into contact with ultimate realities.

Now it is these values of professional integrity and service to the public good that have, for professional men, a superior claim to the values of personal gain. If the professional spirit were strong and effective in American life, these ideals would be dominant. There is little need to consider what this would mean for the life of our country, and through our country for the life of the world. What I should like to discuss in the remainder of this paper is the possibility of doing something to help bring about a renewal of the professional spirit.

## II.

If we ask ourselves why the professional spirit has today so slight an influence in American life, I think we shall find at least two important reasons. The first is to be found in the very interesting way in which the old lines of demarcation between the professions have been breaking down. The second is to be found in the equally interesting fact that the old line between business and professional life has been undergoing a similar process of disintegration.

To illustrate the first of these reasons, suppose we consider a recent addition to the list of professions, namely that of the social worker. Social work is a true profession. There is a body of highly specialized knowledge shared by the members of the profession, and used by them with great intelligence for the public good. Taking individual members as our standard, there is no profession where idealism is more influential in actual daily practice. Now the profession of social work might almost be defined as the profession of correlating the rest of the professions for the effective service of specific individuals and communities. The social worker not only has a body of specialized knowledge of his own; he utilizes the special knowledge and skill of practically all the other professions. Most physicians would gladly testify to the value of the social worker as supplementing their own professional work. Similar testimony would be given by most clergymen, and the teachers would not hesitate to say the same thing. The point is that specific human problems often call for an organization of various sorts of professional skill, and the social worker is the one who knows how to bring about this organization. The inevitable inference from this fact is that we are coming to see that the professions can no longer be kept in separate



compartments. They overlap. The doctor must also be something of a teacher. The teacher must also be something of a doctor—at least to the extent of knowing when a doctor's special skill is required. The preacher can no longer be merely a preacher; he must have the assistance of the neurologist in many a case of personal service. The lawyer should know something about the principles of education, and his own specialty is continually needed to supplement the efforts of the physician and the clergyman. And so on, almost indefinitely. The professions overlap; and the result of this is that the former clean-cut divisions of labor are no longer possible. Hence flows inevitably a weakening of the professional consciousness.

This development is really only the natural effect of the tendency toward specialization which has been going on within the professions for a long while. As each profession has become more and more subdivided into groups of specialists, the bonds of professional unity have become less powerful. With the overlapping of the professions, this loosening of the professional ties has gone on more rapidly, until now there are many cases where a member of one profession has more in common with certain members of other professions than he has with the members of his own. As a specific example, take the school doctor. Of course, he is still primarily a doctor; but so much of his time and energy are given to problems that used to be considered as wholly within the field of the teaching profession that he must often wonder whether he is not really an educator rather than a physician. Many other examples will readily come to mind.

This break-down of the old lines of demarcation between the professions is one principal reason, I believe, for the diminished power of the professional spirit in America to-day. In the long run, it will prove a development of great possibilities for good; but at the present moment it certainly has serious disadvantages from the professional point of view.

The second reason why the professional spirit has not more influence in American life to-day is, I believe, the reciprocal invasion of business and professional interests into one another's fields. To put it curtly, business is being professionalized and the professions are being commercialized. Not only is business itself taking on at many points the characteristics of a profession—witness the development of schools and colleges of business administration, such as those at Harvard and Dartmouth and many other universities—but the growing appreciation on the part of business men of the value of professional service in many specific fields has led to an extensive use of professional men by the larger business concerns. The effect of this has been to introduce into professional circles a larger element of commercial incentive and purpose, which has not always been a wholesome thing. For example, the college professor who suddenly discovers that he can earn three or four times his present salary by devoting his professional knowledge to business ends is in

grave danger of losing the fine edge of his professional spirit. I would not imply that he always does lose it, but there is an influence here that is a real peril to professional standards and ideals, and in altogether too many instances it results in a practical prostitution of professionalism to commercialism.

Turning the clock backwards is usually a vain and foolish procedure. We cannot return to the conditions of earlier times, even if we want to. If we are to bring back the influence of professional ideals into our American life, it must be by going forward rather than back. We must accept the changes which have come, and utilize them for the ends we have in view. The old lines of demarcation between the several professions have disappeared for good, and the distinction between business and professional life which once was as plain as that between black and white is not going to recur. Our problem, as professional men, is how to build upon these altered conditions a new and if possible a finer sort of professionalism.

Three lines of effort suggest themselves to me as we face this difficult but challenging task, and I should like briefly to outline their possibilities.

The first has to do with the separate professions. There is great need at the present moment for a renewal of professional pride. The pride which an individual takes in a piece of work well done by himself is a wholesome and proper thing, but there should also be a pride which includes the good work done by any other member of the profession to which we happen to belong. Such pride is perhaps the surest preventive of jealousy and excessive ambition. It is one of the best ways to bind together the members of a profession into a real fellowship. It is a powerful stimulant to better work by others. It is a fruitful source of rational idealism. A conspicuously good piece of professional service should stir the entire profession to new loyalty to the profession itself, altogether apart from personal considerations.

I believe that if the various professions would set to work to devise ways and means by which professional pride could be stimulated, they could accomplish large and significant results. Witness, as a single example, the effect of the annual award of the Edison Medal by the American Institute of Electrical Engineers. Here is an idea that has almost endless possibilities of further development. Incidentally, may I commend to your attention the address given by Professor Robert A. Millikan, at the time of the award of this medal to him, as a magnificent example of the finest sort of professional spirit? The title of the address is "The Practical Value of Pure Science."

Closely related to this first suggestion, which lies within the field of the individual profession, comes a second, which is in the wider field of professionalism as a whole. If pride is a wholesome influence within the ranks of a single profession, it might be an equally wholesome influence in the larger field. Should not



there be such a thing as professional pride that transcends the limits of any one profession? And if so, can we not work out methods by which to create such pride? Here is what seems to me the greatest practical opportunity before the professional men of America to-day. Why should not this new organization of ours take the lead in this direction?

Concretely, what I suggest is this: That we establish an annual award for the professional man who has done the most conspicuous piece of professional service during the past year. The award should have no monetary value whatever, and the whole idea of a "prize" should be kept entirely out of it. It should be merely a matter of recognition; but if that award implied the recognition of the entire professional body, it would have a value beyond any possible prize. Obviously, this suggestion would have to be thought out with the greatest care, and the details of the plan would have to be worked out with the greatest skill; but it seems to me that this suggestion has immense possibilities of good within it. If it should help to build up a professional pride in our American life, it would be a tremendous benefit to the nation.

The third line along which I believe we ought to be working is in a still larger field,—namely, the field where business and professional interests overlap. The recent convention of advertising men in London, with its splendid pronouncements upon the subject of truth in advertising, shows that the time is ripe for a real measure of co-operation between business and professional men in the effort to extend the influence of professional ideals. There are certain places where professional ideals are at present in considerable peril at the hands of business men—for example, the conflicts between boards of trustees and faculty members in many of our universities—and if an effort could be made to create better understanding among business men of the essential ideals of professionalism, I believe it would be an excellent thing

to do. Joint conferences with associations of business men might perhaps prove a starting point for such better understanding.

### III.

In conclusion, I am going to take advantage of my own professional standing and preach a brief sermon. The text is found in the book of Ecclesiasticus, which (as possibly some of you may not know) is one of the books in the Old Testament Apocrypha. The writer, in a passage that is famous for its lofty and poetical language, divides mankind into two groups. One, which includes the vast majority, is the company of toilers, who do indeed "maintain the fabric of the world," but who can never hope to attain real wisdom. The other group, small in numbers, is made up of those who have "opportunity of leisure," and who can therefore become wise. This latter group supplies all the leadership for the rest of the human family.

Now I think we Americans object to any such classification, and the reason why we object to it is because it rests upon a false basis. The opportunity of leisure comes only to those who have enough of this world's goods so that they do not have to work for a living. That seems to most of us a very unjust and unfair basis of distinction. But there is, nevertheless, a distinction which we ought to make. The writer of the ancient book of wisdom is quite right in his main idea that mankind consists of two kinds of people. Only the distinction is not made on a basis of material wealth but of inherent ability. The leaders of the world are always few, and the function of the rest is to maintain the fabric which these leaders have created. That seems to me sound and true.

I like to think that the professional men of America correspond to the smaller group of the writer of Ecclesiasticus. They are the ones who must provide the wisdom and the leadership, the idealism and the vision, which shall permeate the entire civilization of our nation.

## PICTURE STUDIES FOR OCTOBER

### "OXEN PLOWING" AND "THE HORSE FAIR"

Rosa Bonheur

**P**ERHAPS no painter of animals has enjoyed greater popularity than has Rosa Bonheur, the famous French artist. She painted from early girlhood.

Rosa's father was an artist and when she was ten years old the family moved to Paris. The father had hoped to sell more of his pictures in the city, but he did not do as well as he had expected and it cost so much more to live that he had to move his family to a cheaper house and up on the sixth floor.

Rosa's mother was a musician and gave music lessons to help keep up the home, but she worked too hard and finally became ill. She died just as the father secured a position in a private school and things began to look more prosperous for the Bonheur family.

Rosa tried to learn the dressmaking trade and to be a teacher, but it was no use—the only thing she cared to do was to draw. So her father decided to give up trying to educate her in any other way. She was willing to undergo any hardship in order to draw a good picture of some animal.

In order to study animals at close range she practiced for a time in various slaughter houses on the outskirts of Paris. Her canvases are remarkable for the truthfulness shown in the representation not only of the animals painted, but of the landscape setting of the pictures. The drawing and composition are likewise excellent, but the color is somewhat hard and she was only moderately successful in giving her pictures an effective atmosphere.

### OXEN PLOWING

The spirit of industry is represented in this simple but fascinating scene. The broad field, stretching away for miles into the misty distance tempts the eye and makes one wish for a more extended view of this pleasant landscape. The freshly plowed field, the rolling meadow, the orchard and tree covered hillside beyond, make a charming background for our picture while the fine teams of oxen, as the central point of interest, with the play of light and shadow upon this glossy coats attract interest and admiration.

The artist, inspired by the heroism of the sturdy peasant as he labors in seed time and harvest, gives us the message of the faithful toilers, content with the reward of the bountiful harvest which nature gives.

### THE HORSE FAIR

The Horse Fair gives an extraordinary representation of struggle and action. This was bought by Cornelius Vanderbilt for \$55,000 and presented to the Metropolitan Art Museum of New York City, where it now hangs.

There are more than twenty horses in this picture that we can count, each in action, and yet no two are alike. The artist has made us feel the perfect control man has over them. All the possibilities of a horse of this kind are represented. Here we see the well-trained perfectly controlled horse going on cheerfully and steadily; there are some with their ears back, showing annoyance and watchfulness; here a rearing horse is trying to rid himself of his troublesome driver. The one at the

left of the picture is angry, perhaps vicious. His driver is unable to manage him alone and it requires two men to control him.

Notice the color of the horses. They are white, dappled and black. At the right of the picture are several spectators who have gathered to see the splendid horses.

The artist wished to draw these horses two thirds life size, and when you consider the amount of space devoted to sky and ground, you will realize that it required a very large canvas. We are told that she stood upon a step ladder to paint parts of it.

She chose a part of Paris easily recognized, showing the dome of a well known church and an avenue of trees. It took a great deal of time and much patient study before she could paint even one horse. She studied and worked for a year and a half before she began this picture.

Her friends in Paris helped her by lending her their fine horses. But this was not enough—she must visit horse fairs and markets as often as possible.

In the picture she has centered the interest upon the horses nearest to us by painting them more in detail, showing even the muscles of their strong, powerful bodies, and also by means of the light upon them, and by their size. The light is high, falling upon the rounded backs and upraised heads. The short shadows help us guess the time of day, which must be about noon.

There is a feeling of open air and space about this picture which adds much to its charm.

## THE TEACHERS' READING CIRCLE

Concerning the Members of Board, the Books, Organization of Local Circles and Credit for Work

### Members Reading Circle Board

Miss Esther Knehan, Chairman, Cape Girardeau, Professor of Rural Education, Teachers College.

Louis Theilmann, Cameron, 1924.

Elmer H. White, Lexington, 1925. County Superintendent of Public Schools, Lafayette County.

John J. Maddox, Board of Education Building, St. Louis. President of State Teachers' Association.

Chas. A. Lee, Ex-Officio, Jefferson City. State Superintendent Public Schools.

E. M. Carter, Ex-Officio, Secretary, Columbia.

### THE BOOK ADOPTED

Every Teacher's Problems, By William E. Stark, Superintendent of Schools, Stamford, Conn. (American Book Co.) R. C. Price \$1.50.

The most important problems which bother teachers have here been collected by a superintendent of long experience. More than sixty of them are worked out, not didactically but just as earnest, thoughtful teachers work them out by trial and error, by experiment, by cooperative study. The problems cover the whole range from kindergarten to High School. There are problems of discipline, of curriculum, of method, of economy, of time, of

professional growth, of relationship with supervisors, principals, parents, and other teachers. In all, 241 typical, concrete problems are presented; and these are so grouped that one is able to arrive at certain generalizations or statements of principle as a result of thinking through carefully the successful solutions proposed.

Physical Training for Elementary Schools, By Clark, (Benj. H. Sanborn & Co.) R. C. Price \$1.75

A complete course in physical training, carefully outlined grade by grade. The work for each of the eight grades combines the three features requisite for the best results; namely, gymnastics, rhythmic plays, and games. The directions are specific and fully illustrated by diagrams and photographs, so that any teacher can give the work successfully even without special preparation.

Silent Reading, A Handbook For Teachers, By Germane & Germane, Des Moines University, Des Moines, Iowa. (Row, Peterson & Company) R. C. Price \$1.45

A simple, yet comprehensive treatment of the fundamental problems of teaching reading in its applications to all subjects. The four fundamental aims in reading—speed, com-

prehension, organizations, and retention—receive adequate treatment. The defects in methods are simply, yet scientifically considered, and the remedial measures are the results of extended experimentation in the classroom. There is a special chapter on how to motivate drill exercises in reading, and a complete bibliography follows each chapter. The teachers in rural schools as well as in graded schools will find this book practically helpful day by day throughout the year.

#### TEACHERS' READING CIRCLE CENTERS

The country should be divided into Reading Circle centers or divisions so that each center will contain not less than four teachers. A good time to organize the centers is now. Competent leaders should be selected, in accordance with the plans of the County Superintendent, for each Reading Circle center. At least six meetings should be held. A minimum of sixty minutes for each lesson in each book should be spent, or a total of 120

minutes should be spent on two books at each meeting; or 180 minutes on three books. It is especially recommended that the first Reading Circle meeting be held the second Saturday after the schools begin in September and that meetings be held every two weeks thereafter until six meetings shall have been held. In this way the Reading Circle work can be completed before the beginning of the bad weather in December and January.

#### Credit For Reading Circle Work.

Credit for Reading Circle Work will be given on the renewal of certificates.

#### The Pupils' Reading Circle

The Pupils' Reading Circle will again supply the books listed in the State Course of Study and will send them out promptly by parcel post, prepaid. There are more than seven hundred and fifty excellent books on the list. Write E. M. Carter, Secretary, Columbia, Missouri, for free order blanks.

## OCTOBER IN MISSOURI HISTORY

Compiled by The State Historical Society of Missouri.

- Oct. 1, 1800—Treaty of San Idefonso made, Spain ceding Louisiana to France.
- Oct. 1, 1804—Law of March 26 dividing Louisiana into Territory of Orleans and Territory of Louisiana went into effect. Missouri was included in the latter.
- Oct. 1, 1812—New government of the Territory of Missouri set in operation.
- Oct. 1, 1812—Territory of Missouri divided into five counties by proclamation of Gov. Benjamin Howard. St. Charles, St. Louis, Ste. Genevieve, Cape Girardeau and New Madrid.
- Oct. 1, 1826—Permanent seat of government established at Jefferson City.
- Oct. 2, 1820—General Assembly met in joint session and elected David Barton and Thomas H. Benton United States senators from Missouri.
- Oct. 4, 1869—Central Normal School started at Sedalia.
- Oct. 6, 1837—Missouri troops under Colonel Richard Gentry left Columbia to take part in the Seminole War in Florida.
- Oct. 6, 1817—Major General John J. Pershing was made a General and Provost-Marshal General Crowder was made a major-general.
- Oct. 6, 1924—"Missouri Day."
- Oct. 8, 1816—Organization in St. Louis of the first permanent Masonic lodge west of the Mississippi river. Missouri Lodge No. 12 chartered on that date.
- Oct. 9, 1858—First Overland Mail reached St. Louis. Left San Francisco Sept. 16.
- Oct. 10, 1895—Missouri Society of the Colonial Dames organized.
- Oct. 12, 1924—"Columbus Day"
- Oct. 15, 1836—Oto, Missouri, Omaha, and Yankton and Santee bands of Sioux Indians cede to the U. S. all claim to lands in the Platte Purchase Country.
- Oct. 16, 1861—The State Convention passed the ordinance providing that all civil officers be required to "take and subscribe" the oath of loyalty.
- Oct. 18, 1862—Palmyra massacre.
- Oct. 18, 1899—Associated Charities of Kansas City incorporated.
- Oct. 21, 1861—Governor Jackson called a special session of the Legislature to meet at Neosho on this date.
- Oct. 21, 1920—Buchanan County Historical Society organized.
- Oct. 22, 1921—Governor Hyde called election of delegates to Constitutional Convention; election to be held Jan. 31, 1922.
- Oct. 24, 1819—First Episcopal service held in St. Louis, by the Rev. John Ward.
- Oct. 24, 1832—The Kickapoo tribe ceded to the United States lands on the Osage river in Missouri assigned them by treaty made at Edwardsville July 30, 1819, and the supplementary treaty made at St. Louis on July 19, 1820; lands outside the state given in exchange.
- Oct. 24, 1919—Robert E. Coontz appointed by President Wilson Chief of Naval Operations of the U. S. Confirmed by the Senate.
- Oct. 26, 1832—The Delaware and Shawnee Indians late of Cape Girardeau ceded to the U. S. all their lands in the State of Missouri, as well as all claims against the U. S. for loss of property and improvements.
- Oct. 28, 1861—Ordinance of secession passed by the special session of the Legislature called on Oct. 21 by Gov. Jackson.
- Oct. 29, 1828—Academy of the Sacred Heart established at St. Charles.
- Oct. 29, 1915—Monument dedicated to Daniel and Rebecca Boone at Marthasville.
- Oct. 30, 1821—Missouri Royal Arch Masons, Chapter No. 1, organized in St. Louis.
- Oct. 30, 1875—Constitution adopted.
- Oct. 30, 1894—American School of Osteopathy at Kirksville incorporated.
- Oct. 31, 1803—Temporary government provided for the Louisiana Purchase. President of the United States had all military, civil and judicial powers.
- Oct. 31, 1838—Surrender of the Mormons at Far West in Caldwell county.
- Oct. 31, 1921—American Legion convention held in Kansas City. Over 75,000 in attendance. Generals Foch, Diaz, Pershing, Jacques and Admiral Beatty attend.
- Oct. —, 1817—First petition of inhabitants of Missouri territory for statehood.
- Oct. —, 1863—Warsaw captured by Confederates.
- Oct. —, 1906—Missouri Historical Review established by The State Historical Society at Columbia.

## TENTATIVE PROVISIONS OF THE COMMUNITY SCHOOL BILL

State Superintendent Lee, in consultation with many leaders in the state has drawn a bill which if passed will give to all children of the state high school advantages. He is asking that the measure be given careful study and constructive criticism to the end that it may be presented in acceptable form.

The following is an abstract of the measure:

### AN ACT

Guaranteeing a first class elementary school and a first class four year high school to each community complying with the provisions of this Act by creating community school districts in each county in the state, establishing a county board of education, prescribing the manner of election and the term of office of its members, defining the powers and duties of said county board; creating a board of directors for each community school district, prescribing the manner of election and term of office of its members, defining the powers and duties of said board of directors; prescribing penalties for the violation of certain provisions of this act; providing state aid and repealing all acts and parts of acts in conflict with the provisions hereof.

Be it enacted by the General Assembly of the State of Missouri as follows:

Section 1. There is hereby created in each and every county in the state a county board of education to be composed of six members.

Section two fixes the qualifications of the county board of education as follows: Each member shall be a citizen of the United States and of the State of Missouri, shall have resided in the state for at least one year and be a resident of the county in which he or she is elected and shall have paid a state and county tax for the year next preceding his or her election and shall be not less than twenty-five years of age.

Section three describes the method of becoming a candidate which shall be by filing an announcement with the county clerk or on a petition signed by twenty citizens. The names of all candidates shall be printed by the clerk in all notices and on all ballots in alphabetical order. In the event that no persons file for the offices the voters may vote for any persons qualified and the six persons receiving the highest number of votes shall be declared elected as the first county board of education provided that not more than three are elected from any one judicial district.

Section four specifies the duties of the county clerk in publishing the names of candidates and the printing of election notices.

Section five provides for the printing of the ballots and the sending of them to the district clerks previous to the election.

Section six deals with the duties of the county clerk with reference to election on any other proposition.

Section seven specifies that the members of the county board of education shall hold their offices for a term of three years except those elected at the first election in 1925 and those elected to fill unexpired terms.

Section eight deals with the method of voting for members of the county board of education which method shall be by ballot and no ballot shall be used except the official ballot issued by the county clerk. Every voter qualified under the general election law of the state of Missouri shall be qualified to vote in school elections and for as many persons as there are vacancies to be filled. The judges of the election shall certify to the county clerk in the usual manner the number of votes received by each candidate and the county clerk shall within ten days after the annual election cast up the vote with the assistance of two justices of the peace or two qualified voters of the county and the county clerk shall issue commissions to the persons elected under the law.

Section nine provides that the first election for the members of the county board of education shall be held the first Tuesday in August, 1925, and that the two candidates receiving the highest number of votes shall serve for three years, that the two receiving the next highest number of votes shall serve for two years, and the two receiving the next highest number shall serve for one year. The expenses of this election are to be paid from the general revenue of the county. In subsequent elections two members of the board shall be elected each

year.

Section ten provides for the first meeting of the newly elected board and the oath to which each shall subscribe. It also provides that the county superintendent of schools shall be the secretary and executive officer of the county board of education and that the county treasurer shall be the treasurer of the county board of education. The board shall keep an official seal with which it shall attest its acts.

Section eleven provides for four regular meetings of the board of education and sets the time for such regular meetings which shall be on the first Monday of February, May, August, and November. Four members shall constitute a quorum for the transaction of business, but no district can be formed, boundary line changed, or county superintendent elected unless a majority of the entire board vote therefor. It provides for the filling of vacancies of the board by method similar to that provided under the present law for vacancies in city boards of education except that when the entire board is disqualified the county court shall appoint a county board of education which shall serve until the next annual election.

Section twelve provides that the county board of education shall receive no compensation for their services but shall be allowed actual expenses incurred while attending the meetings, said expenses to be paid from the general revenue of the county and by the county court.

Section thirteen sets forth the duties of the county board of education.

First, to divide the entire county into community school districts.

Second, to change the boundary lines of school districts.

Third, to appoint the county superintendent of schools and to fix his salary and term of office which term of office shall not exceed four years. This section also fixes the qualifications of the county superintendent of schools at one hundred and twenty hours of college work, twenty-four of which shall be in education. County superintendents in office at the time of the taking effect of this act shall serve until the expiration of the term for which they were elected and shall be eligible to reappointment.

Fourth, the county board is empowered to appoint on the nomination of the county superintendent such help as in the judgment of the county board may be necessary for the efficient administration of the school system. They shall prescribe the duties and compensation of each person so employed.

Fifth, to receive from teachers, supervisors, and boards of education of community school districts such reports and records as may be required by law or by the rule of the county board.

Section fourteen provides that no community school district shall be formed unless it have a valuation of \$1,500,000 or more, or an area of at least fifty square miles.

Section fifteen provides that in case a community district shall contain two or more high schools no change of location or discontinuation of either such school can be made until such change or discontinuation is approved by a majority of the qualified voters of the district. The board of education must provide for the continuance of every high school established at the time of the taking effect of this act.

Section sixteen creates a board of education of six members for each community school district and provides the manner of their election.

Section seventeen provides that the board of education of each community district shall have all the powers and duties given by the statutes to boards of education in city and town districts.

Section eighteen provides for building aid to community school districts when such school districts have voted the maximum for bonds and that maximum is less



than thirty thousand dollars. In this case the state shall provide a sufficient sum of money to enable the district to build a thirty thousand dollar school building. Not more than one-fifth of the public school fund of the state can be used in any one year for this purpose.

Section nineteen provides that when a board of education of a community district fails to provide for elementary schools and four years of high school it shall lose its part in the public funds apportioned by the state to public schools under the provisions of Section 11179.

Section twenty gives the community board of education of community districts power to close a school and provide for transportation of pupils in case the average daily attendance in that school falls below twenty.

Section twenty-one provides for state aid toward the maintenance of schools to each district when such district has voted the maximum levy and such maximum levy fails to provide fifty dollars per pupil in average daily attendance. In such case the state superintendent is directed to apportion to such districts a sufficient amount of money to make the maintenance fund equivalent to fifty dollars per child in average daily attendance during the preceding school year. Maintenance is defined as being composed of teachers and incidental funds. Aid given under this section shall be in lieu of all other forms of state aid except for teacher training and vocational education.

Section twenty-two provides that one-fourth the salary of the county superintendent shall be paid by the state provided the one-fourth does not amount to over one thousand dollars per year and that one-fourth the salary of each assistant to the superintendent shall be so paid provided the one-fourth does not amount to over five hundred dollars per year.

Section twenty-three provides for the necessary reports to be sent to the state superintendent of schools.

Section twenty-four gives the county board of education authority to prescribe the duties of the county superintendent and his helpers and provides for their payment by monthly warrant drawn on the general revenue funds of the county.

Section twenty-five provides for the education of negro children.

Section twenty-six provides for joint meetings of boards of education of two or more adjoining counties for the purpose of forming community school districts composed of territory in two or more counties.

Section twenty-seven provides that the county board of education elected in August, 1925 shall before September 1 in 1926 redistrict the entire county into community school districts and file with the county clerk a map showing the boundary lines of such districts and the location of all school houses.

Section twenty-eight provides that the director of the common school districts as they now exist shall continue to perform their duties throughout the school year of 1925 and 26 but that the arrangement for schools during the year 1926-27 shall be made by the community district boards.

Section twenty-nine provides that this act shall go into full force and effect after the annual school meetings in 1926.

Section thirty is the formal section regarding the constitutionality of any section, subsection, sentence, clause, or phrase in this act.

Section thirty-one repeals all acts inconsistent with this one.

## RURAL EDUCATION AND VOCATIONAL GUIDANCE

By MRS. KATHERINE COOK, Chief of Division Rural Education, U. S. Bureau of Education

EDUCATION in rural communities is largely a matter of appreciation and organization. Appreciation among country people of the aims, objectives and needs of modern schools for country children, and a type of organization which makes it possible to extend to rural communities schools which fulfill these aims and supply these needs without prohibitory expense of upkeep in taxation. Provision for vocational education and educational guidance is difficult because we lack the conditions indicated. The breadth of curriculum implied by inclusion of these subjects has not yet been attained in any large number of rural communities.

We are developing an exceedingly complex industrial society. The United States Census of occupations for 1920 listed more than 600 specialized occupations under the major occupational groups. New inventions, new processes, new social and economic relationships are creating new occupations at an astounding rate.

Equality of occupational opportunity is the very essence of our American democracy. The nation has been peopled largely by emigrants from older world states where freedom of occupational choice is denied in varying degrees. The ceaseless shifting of our native population from community to community, farm to city, and State to State has been prompted largely by the search for better occupational opportunity. We have among us no occupational castes. We desire none. Our working population is

fluid and in this we are blessed. Where unusual demand exists in a particular occupation for workers it can quickly be met by transfer of workers from other occupations. Where a particular occupation is temporarily or permanently depressed the workers do not form bread lines or exist on doles; they transfer easily to related occupations; our productive life goes on; and our traditions which encourage the worker to success through climbing the occupational ladder are preserved.

In the growing complexity of our occupational life the question we must answer is. How can we maintain this condition so fortunate for the individual in happiness and in rewards for strenuous endeavor and for the social whole in maintaining balance in the field of economic relationships?

I submit as minimum requisites:

### I.

We must safeguard our traditions of the worker and his work through education. Generation after generation must have this essentially American attitude fixed through education. There is a natural tendency for people doing the same work and having like standards of living to form social groups which become castes and give rise to blocs under favorable conditions. Our young must be given a "mind set" against this condition if we escape it. The essential philosophy in public education is one that will not countenance any de-



liberate effort to make the farmer's son a farmer or the mechanic's son a mechanic. There should be a wider appreciation of this among certain groups of rural school workers.

## II.

We must see to it that vocational guidance rather than vocational training characterizes early secondary education in grades 7, 8 and 9. This implies that children shall first be taught the characteristics of a variety of occupations; that they have a chance to experience broadly applicable vocational skills rather than narrowly limited skills; that they have an opportunity to test their abilities to do specific things required in different occupations; that they be taught the ways and the requirements for entrance into different occupations and that they be taught very definitely the relation of specific fields of subject matter offered by the high school to occupations they have under consideration.

## III.

We must insure in education that every child to the limit of his ability acquires facility in the use of those tools which are fundamental to human intercourse. I mean of course thorough education in the elementary and secondary school subjects. Facility in the use of the fundamental tools of language and num-

bers are the chief means of occupational freedom. These are common tools to all occupations. These are the tools which make shifting from occupation to occupation as one succeeds possible. The acquisition of mere mechanical skill tends to fix the status of the worker. Vocational education in America must develop an adaptable worker not an automaton. Accordingly we must not make education narrowly vocational too early and we must not stress too much the skill side of highly specialized jobs at any time. We cannot know that we are training a bricklayer, a plasterer, a boilermaker, a farmer, a telephone operator, a stenographer, a filing clerk, a teacher, or a lawyer. Rather are we training productive workers who will begin occupational life, probably in the field for which immediate training is being undergone, but who will also probably shift from occupation to occupation usually in a related field but possibly in an unrelated field as universally useful creative qualities are evidenced and recognized by those who need workers.

To offer these advantages to rural children through our schools is our problem. It is not beyond solution. A general reorganization to provide professional administration and adequate support for rural schools are among the essentials.

# STRIKING DISEASE AT THE SOURCE

HEALTH ranks pre-eminent among educational ideals; the Commission on Reorganization of Secondary Schools places it first among the seven main objectives of education. Its importance relates not only to school activities but to society as a whole. Neglect of the causes of illness that mean temporary disability and often permanent impairment, either physically or mentally, is a major crime against civilization.

For consideration of the subject it is necessary first to inquire into the existing conditions. This is the table of illnesses of childhood, authenticated by many surveys:

	Percentage
Colds .....	32.5
Measles .....	23.5
Mumps .....	12.8
Scarlet Fever .....	7.5
Whooping Cough .....	4.4
Chicken Pox .....	3.6
Tonsillitis .....	2.6
Toothache .....	2.3
Pneumonia .....	2.3
Diphtheria .....	.8
Smallpox .....	.5
Other diseases .....	7.2

Total .....100.0

Immediately this list conveys the conclusion that practically all of these are communicable diseases, that their source exists among a few who gradually transmit them to others. It is difficult to curb the original outbreaks but it is less difficult and extremely necessary to prevent the spread of these illnesses.

Consequently, it is essential to strike at the agencies of transmission if this wastage in health and school time is to be prevented. There is a significant coincidence between the list of diseases above given and the facts embodied in Bulletin No. 57 of the United States Public Health Service. In this official document it is stated that common glasses, improperly washed between users, are responsible for the communication of: grippe, influenza, pneumonia, common colds, diphtheria, tonsillitis, measles, tuberculosis, scarlet fever, typhoid fever and infantile paralysis.

The inference is obvious. Recognition of this fact has induced forty-six of the States to proscribe the common drinking cup in schools. Ban by law and ban by practice—as current events indicate—are widely different conditions. However, the law is there and it is the problem of school authorities, for the health of their charges, to insist on its enforcement. Such a duty compels not only observance during school hours but instruction for the protection of children away from this disciplinary influence.

Nor does the bubbler fountain solve the situation. It has been definitely determined now by sanitarians that only a few of these devices guard the children against the infections that are conveyed from the mouth.

It is time for all school authorities to give the most serious thought to the disease menace. Vigilance will safeguard child health and inevitably will reduce the school sick-absence which now is estimated to average six days a year for each pupil.

## REPORT ON THE INQUIRY INTO THE TEACHING OF THE CLASSICS

DEAN Andrew F. West, of the Graduate School of Princeton University, and President of the American Classical League, makes public the fourth instalment of the forthcoming volume setting forth the report of the inquiry into the study and teaching of the classics, which has been conducted by the Classical League for the past several years.

This instalment gives a general summary of the situation in the United States in connection with the teaching of Latin. The report finds that the character of the Latin instruction given to students in the schools and colleges falls short in many instances of certain necessary standards.

The instalment says in part:

The number of Latin students in the colleges of the country in 1923-1924 was appreciably over 40,000—12,500 of these being found in courses of secondary grade. This figure does not include the enrolment in high school or preparatory departments.

We believe there is much good, mediocre and poor teaching of Latin. The existing faults, which have been searched out and exhibited without reserve or extenuation, are serious and widely diffused. They call for strong and prompt remedies, and Latin teachers ask that the remedies be found and applied.

Yet the faults in teaching are not the sole element to be considered. A large part of the difficulty is due to the way in which the Latin course is now constituted. These two factors, the faults in teaching and the imperfect arrangement of the course, account for the difficulties in the situation.

Better facilities for training teachers, in the opinion of the committee, is the chief need for improving the status of Latin instruction and study in the schools and colleges. The report says:

We do not believe that improvement in the character of the teaching is attainable here on a large scale until really adequate provision is made for the training of Latin teachers. It is not made at the present time.

Facilities for this purpose, though somewhat more numerous recently, are utterly insufficient to meet the general need for training prospective teachers and for improving the training of our present body of teachers as well.

There is plenty of evidence to show that the demand for Latin teachers, especially for better trained Latin teachers, is increasing rapidly and that the supply is so inadequate as to warrant deep anxiety. In many cases teachers with practically no training in Latin have had to be taken in order to do

something to provide for the increasing number of Latin pupils.

Existing centers for the training needed should therefore be enlarged at once and new centers should be established as soon as possible.

In view of this situation there is little reason for surprise or for blaming Latin teachers. Taken as a whole they are doing fully as well as could be expected of any other set of teachers working under like conditions.

There is, however, another side to the picture, which the report regards as very gratifying.

Notwithstanding the imperfect results secured, whether due to the present constitution of the Latin course or to poor teaching or to any other cause, these results, though much below what can be and is attained under more favorable conditions, are better than in most other secondary school studies.

In the records of the College Entrance Examination Board for the whole country for the ten consecutive years 1914-1923, Latin stands near the head of the list, practically tied with French for second place and surpassed by Greek, which ranks first. It has the highest average record among the four subjects which have the largest enrolment of pupils.

We recognize that Latin pupils are of a somewhat higher initial ability than other pupils and that part of the result is due to this cause.

There is positive evidence, however, that this initial superiority is less than has been generally supposed, that a large part of the result is presumably due to something derived from the study of Latin, that this part grows larger the longer Latin is studied, and that in so far as Latin and non-Latin pupils of admittedly equal initial ability have been tested experimentally in subjects outside of Latin, the Latin pupils usually make the better record.

As to the status of Latin instruction the committee sums up its conclusion as follows:

The very large enrolment of Latin pupils is both encouraging and discouraging. The recent rapid increase, following a sagging in Latin and also in English during the World War, is highly encouraging.

Latin pupils are crowding, as never before, into our school courses. The number of pupils in Latin is now a little greater than the combined number of pupils enrolled in any or all other foreign languages.

It should also be noted that Latin is the one most generally studied foreign

language which may be offered for admission to college and that Latin and French, so closely related to each other, when taken together have four-fifths of the present total enrolment in all foreign languages.

The less encouraging aspect of this huge Latin enrolment is that the supply of teachers, whether adequately or inadequately trained, is very insufficient and that small provision is being made for training Latin teachers.

## PLAGARISMS

By Peter, the Pirate

**S**HAKESPEARE created two hundred forty-six, only one of whom, Hamlet, is the scholar. He is the only one also that brings about the final tragedy by indecision and inaction. What did the Bard of Avon mean by this?

The lower the scale of greatness the more readily is it recognized: Dempsey knocks out a champion and thousands pay him tribute; Harold Lloyd makes goo-goo eyes through goggles and a thousand theaters are jammed with his admirers; Jane Adams—but who cares who she is or what she did?

Children do not receive as good attention as an automobile, says an expert on child health. Why should they? Children add nothing to one's standing in society. They contribute nothing to one's bridge playing ability. They have a tendency to destroy the shapeliness of figure. Why should they receive as much attention as an automobile?

The present day examination should go. It applies the same measurement to all—no matter what may be their intellect, says a prominent schoolman. This kind of logic might lead us to the abolition of the pound, the square foot and the gallon. For the same measure is applied to the chicken that is used on the ox, the city lot is measured in the same terms as the spreading plantation and the teakettle's capacity is determined by the same unit that determines the city reservoir.

She was a good teacher, popular with the principal and with the students. She received a good salary, better than was paid in the city. She liked her teaching, but she resigned to take a position in the city where she could enjoy better social advantages. Her name is

It is not too much to say that the future educational usefulness of Latin is largely dependent on securing this urgently needed supply.

The present enrolment of Latin pupils will almost certainly show further increase soon, not from compulsion—since Latin is elective in most schools, so much so that it may usually be dropped at the end of any year at the pleasure of the pupil—but because there is an unforced growing demand for the study.

legion. It will do no good to blame her even if she be blameable. What can be done about it?

"Lip Laziness" is the title of an article by Edward Bok in a recent number of the Century Magazine. While we must admit that we are lazy and careless in our speech, Mr. Bok's comparison of the American's enunciation to that of the Englishman's, much to the discredit of the former, does not add a great deal of force to his argument. Rather it discloses the author's familiarity with that peculiar pronunciation common to the English speaker which makes the ordinary American listener wish he would talk plain "United States."

However, the article is worth the reading. There is undoubtedly too much apathy on the part of educational authorities as to the importance of the niceties of articulation.

The high cost of education is sometimes a favorite theme of the big taxpayer and there are those who think that he should be relieved of some of the burden. I wonder if we think enough of the high cost of education to the small tax payer. I know a widow who works in a laundry amid putrid steam and lint laden air for a small salary in order that her two children may be kept in school when they might earn a large part of the living by staying out of school. I know a man who goes into a coal mine before the sun rises and comes out after it has set. On Sundays he is clean, and his face is colorless and pallid, except for a significant hectic pink on his cheek. He has two fine boys who are in school every day. How does the cost of education which these two people are paying compare with that paid by the big taxpayer?

**I**T IS exceedingly unfortunate that politics should be regarded in any quarter as an unclean thing, to be avoided by those claiming to be educated or respectable. It would be strange indeed if anything related to the administration of our government or the welfare of our nation should be essentially degrading. I believe it is not a superstitious sentiment that leads to the conviction that God has watched over our national life from its beginning. Who will say that things worthy of God's regard and fostering care are unworthy of the wisest and best of men.

—Grover Cleveland.

## The Fundamental Principle Underlying A Professional Code of Ethics

By JNO. H. GEHRS

A CODE of professional ethics in the teaching profession is not complete and in fact misses the fundamental principle underlying it all, unless it include a statement and unless this statement be lived up to in spirit and in truth, as regards specific preparation for specific teaching positions. This is a much more exacting statement than to say that a B. S. in Education, an A. M. degree, or a Ph. D. degree is necessary for a certain teaching position. One hundred and twenty hours is now required of teachers teaching in first class high schools, a master's degree or better is now required for the junior colleges and state teachers colleges. The high school teachers in Missouri must have one hundred and twenty hours, must have fifteen hours in the subject taught and two hours in the technique of teaching of the subject taught. In fact in the state of Missouri most teachers in first class high schools will have 120 hours in all, 24 hours in education and 24 hours in the major subject taught and 15 or more in allied subjects which may be taught. The degree of bachelor of science in education, requires 120 hours, 24 in education, a major of 24 hours and a minor of 15 hours.

This represents what the writer considers "true professionalization" of the teachers' teaching in the high schools, so far as academic preparation is concerned. It represents "academic respectability," a thing much desired in all avenues of school life.

Many school officials will not employ people having the liberal arts degree (A. B.), because it rather unprepares than prepares. It produces the wrong attitude toward the profession. The work required for the true bachelor of science in education comes much nearer producing the correct attitude toward the profession of teaching. It gives the right training and the right spirit.

Could the one having only the liberal arts degree practice medicine or law? Or should such a one be allowed to claim proficiency in theology. The professional answer is, No. On the other hand, why should a man who has

prepared for law or theology be allowed to practice in the field of education?

The only man or woman who does not believe that proper academic preparation is the keystone principle underlying a code of professional ethics, is the one who has little or no preparation. Did any one ever hear a group of physicians advocate and recommend that some men of their profession, because they had large native ability, be permitted to practice medicine even though they had no training in medicine? Such a thing is medical quackery.

Educational quackery and educational quacks under the guise and cloak of other professions who come into the teaching profession should be tabooed and expelled from the teaching profession for three reasons: first, because they are traitors to and failure in their own profession; second, because they are impostors and traitors to the teaching profession, and in a third place they are not properly prepared and qualified. On such a basis a true profession can not be built. People of this type getting into the teaching profession talk loudly about what a man can do who has large native ability. The question might be asked them, if they have so much native ability why didn't they select the right profession in the first place, and then secure adequate and proper preparation for that profession.

Is not the man who desires to work in any field a miserable failure to himself, his school and his community, who has little or no preparation for his work? A school may go on despite the handicap and the ignorance of those manning the school; but to say the least it is a very expensive thing to all involved, for ignorance is the most expensive commodity in the world.

Why should those who do not believe in degrees and who have little education recommend others to go to school, if schooling and degrees do not increase the efficiency of those working for them? To say the least it is an educational inconsistency. It is an educational sham. It is like a sounding brass and a tinkling cymbal.

## The Plus Man

IT'S THE WORK you do for which you receive no pay that earns promotion. Just as the reserve power sells a motor, or the extra stretch of sail wins a race, or the second wind makes the athlete, so the person who gives just a bit more than is actually required earns promotion. Good work may attract attention but the reserve, the after-hour effort, not only receives recognition but deserves promotion.

No man climbs to the ladder top on an eight-hour schedule. The first man out the gate may be a good workman, but we'll wager the last man out of the gate is a better partner in the plant.

The man who gives just the amount of effort he is paid to give is overpaid. Don't lean—support. Give more than is required every day in the year and three hundred and sixty-five times you will receive more than you give.

## How Would Your School Have Suited Dr. Crane?

**D**R. FRANK CRANE, whose prolific pen dips into all manner of subjects and regales the realm of these United States with his words of wisdom, wishes that he might have had the following educational advantages.

1. I wish I had early been surrounded by gentle, cultured people, reverent, of high principles, with a quick sense of honor, and all the other essentials of true religion and good morals, and that it had been early impressed upon me that sects and religious organizations are of little or no importance. Thus I would have got moral training in the only way it is to be gotten, which is by personal influence, and would have been saved a lot of needless trouble.

2. I wish my will had been early trained by vigorous, intelligent, and loving discipline. I wish that I had early learned what I found out only late, that the best joys in life are those that come from self-mastery and not from self-indulgence.

3. I wish that my powers of observation had been carefully drilled and developed, and that I had had some one to teach me the rudiments of the sciences in the field and not alone in books.

4. I wish that the whole problem of sex had been explained to me before I was fourteen years old, so that when the fires of adolescence came, I should have dealt with them more intelligently.

5. I wish that every year during the fair weather, till I was twenty-one, I had lived outdoors, and that I had come to manhood with a body as healthy as that of a panther.

6. I wish I had been early taught the dignity and moral self-respect of waiting on myself, and the shame of being waited on.

7. I wish that some intelligent teacher had studied me and helped me to discover that part of the world's work which I could do best. It took me almost fifty years to find this out. With proper education I would have found it out before I was twenty-five.

8. I wish I had been taught the sacredness and value of money; how to make it, how to save it, and how to spend it.

9. I wish that I had been taught how to live alone; how to find resources within myself and not to depend upon other people.

## A Century of Peace

By GUY W. BILSLAND

In Kiwanis Magazine

Three thousand miles of border line! One hundred years of peace!

In all the page of history, what parallel to this?

In times when warring nations' thoughts are crazed with Hate's hot wine,

How God must look with pleasure down upon that border line!

From Maine it runs, through lake and stream, to Manitoba's plain;

From Winnipeg to Kootenay—on, on, and on again!

Through farm and ranch and forest range, o'er mountain, crag and steep,

To far Vancouver's garden home by broad Pacific's sweep.

Three thousand miles of border line—two nations side by side;

Each strong in common motherhood and Anglo-Saxon pride;

Yet each the haven and the home for all of foreign birth,

And each their final fusion-point—the melting-pot of earth.

Three thousand miles of border line—nor fort nor arm'd host

On all this frontier neighbor-ground, from east to western coast;

A spectacle to conjure with—a thought to stir the blood!

A living proof to all the world of faith in brotherhood!

Three thousand miles of border line—nor has a century

Seen aught along this common course but peace and harmony

O, nations bound in brotherhood! O, faith in fellowman!

What better way on earth to dwell, than this God-given plan?

Three thousand miles of border line! One hundred years of peace!

In all the page of history, what parallel to this?

God speed that surely dawning day—that coming hour divine—

When ALL the nations of the earth shall boast such border line!

### Think This Over!

"Love that is hoarded moulds at last  
Until we know some day,  
The only thing we ever have  
Is what we give away.

And kindness that is never used,  
But hidden all alone  
Will slowly harden till it is  
As hard as any stone.

It is the things we always hold  
That we will lose some day;  
The only things we ever keep  
Are the things we give away."



# ITEMS of INTEREST

Kingsville high school has three literary societies and 120 students. Among the students there are two more boys than girls and one half of the enrollment is non-resident.

County Superintendent Julia Mason, of Monroe county has a School Activities Committee to assist in the planning and directing of inter-school athletics, debates, literary contests and other activities which the county carries on.

Salisbury high school will hold a carnival on October 31 as a means of raising money for needed equipment in the athletic department. The teachers of this school are joining others of the community in the organization of a Dramatic Arts club which will be under the general direction of Professor Wise of the Kirksville Teachers' College.

Rolla, under the leadership of Superintendent Lewis, has organized a Student Council, for their high school. Its purpose is to promote the interests of students and faculty. It will have charge of the athletic organizations, school publications, the co-ordination of all school activities and the development of community good will and support for the school.

Some of the accomplishments of the first month in the Savannah schools as reported in a local newspaper are: a dramatic club with 40 members, a 21 piece orchestra, a debating club, a school finance board, adoption of standard emblem for the high school to appear on the stationery, rings and pins, and a girls' hiking club. Each morning, the report continues the entire student body forms in horse-shoe formation around the American flag, stand at attention and give the flag a salute; a local minister reads a scripture lesson, without comment; the school sings a patriotic hymn, led by cornets and the children are ready to attack the tasks of the day.

A School and Community Fair is to be held at Harrisonville on October 17-18. As its name implies, it is to represent the products of the school and of the community. A liberal list of premiums has been donated by the citizens.

J. W. Tetrick, for several years superintendent of the schools at Houston and a leader in making that school a model of community co-operation, has resigned to accept a position in the State Department of Education. Mr. Tetrick has done the somewhat unusual thing again. Of his own free will, he changes po-

sitions taking his new work at a salary lower than he was receiving at Houston. When a certain work appeals to Mr. Tetrick the salary is apt to be a minor consideration. His work will be in the Division of Rural Supervision and he will be responsible for this work in Southwest Missouri.

Superintendent J. A. Whiteford has pleased his host of Missouri friends by joining them again after several years of absence. He returns to Missouri as superintendent of schools at Cape Girardeau. Leaving the superintendency of the schools at St. Joseph he served for several years as the head of the schools in Oklahoma City and later held a position in the University of New York. While in Missouri he was always a constructive worker for the schools of the state and prominently connected with the activities of the M. S. T. A.

The County Clerk of DeKalb county is publishing notices in the county papers for district clerk in districts furnishing free textbooks to make application for the district's part of the foreign insurance tax which is to be distributed as a free textbook fund.

Montrose is offering a one-unit course in orchestra. Mr. Bennett is directing this work and the student pays fifty cents per week, receiving therefor one private lesson, his music and books and three rehearsals.

Superintendent C. A. Cole, of Union, is a believer in school music. The schools maintain an orchestra, a girls' choral club and a boys' choral club. Miss Vossbrink is directing this popular department.

County Superintendent A. F. Borberg, of Franklin County is chairman of a county Committee to provide for that county's being represented at the dedication of the State Capitol on October 6th.

President E. L. Hendricks, speaking before the Kiwanis Club of Harrisonville recently, compared the work of the English schools and that of the schools of the United States as regards character building and moral instruction. In this comparison the United States suffers. In the former, according to Dr. Hendricks, character and moral integrity have been stressed while in the United States the schools have been content to limit their work to the informational side. The result is that England has a far better morality record than ours.

The Board of Trustees of William Woods College at Fulton, Missouri, has elected Doctor E. R. Cockrell of Fort Worth, Texas, as President of their institution, to succeed Dr. Crossfield.

# "Well begun is half done" is a true adage



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and the foundation is well laid for sight reading and further development

Try these for a repertoire of lovely melodies and a variety of useful rhythms for activity and interpretation



Hearing Evan Williams sing their own "Wynken, Blynken and Nod"

### MELODIES

- Hush, My Babe (Viola) (2) Happy Land (Violin) (3) 18622  
Come Thou Fount of Every Blessing (Viola)  
Lullaby (Violin) (2) Birds in the Night (Clarinet)
- How Lovely are the Messengers (Violin and Cello) (2) 18655  
See, the Conqu'ring Hero Comes (Cornet)
- If With all Your Hearts (Viola) (2) Pastoral Symphony  
(English Horn)
- Rock-a-bye Baby (Violin) (2) Sweet and Low (Violin) 18664  
(3) Lullaby (Violin)
- Adone Fideles (Bells) (2) The First Nowell (Oboe)  
(3) Nazareth (Violin)
- Heavenly Aida (Violin) (2) Heaven May Forgive You 18759  
(Oboe) (3) Habanera (Flute) (4) Miserere (Cornet)
- Song to the Evening Star (Violoncello) (2) Toreador  
Song (Viola) (3) Soldiers' Chorus (Bassoon) (4)  
Woman is Fickle (Celesta)
- Hear Me Norma (Oboe and Clarinet) (2) Tarantelle 17174  
(Flute and Clarinet) Siegfried's Call (French Horn)  
(2) Sweet Bird (Oboe and Flute)
- The Bunny (2) Pretty Pussy (3) Little Chickens and Snow 18886  
Birds (4) The Squirrel (5) Gold Fish (6) Bow-wow-wow  
Sing, Bluebird, Sing (2) The Butterfly (3) Robin Red-  
breast (4) Raindrops (5) Pussy Willow (6) The Wood-  
pecker (7) Jacky Frost
- The Wild Wind (2) The Rainbow (3) Happy Thought 18887  
(4) Now it is Spring (5) Twinkle, Twinkle, Little  
Star (6) The Dolly
- God Loves Me (2) A Christmas Lullaby (3) Evening  
Prayer (4) Praise Him (5) The Child Jesus

### RHYTHMS

- Badinage (Piccolo) (2) Legend of the Bells (Bells) (3) 18800  
Humoresque (Violin) (4) Scherzo (Bassoon)
- Menuett (Viola) (2) Gavotte (Violin) (3) Menuett in G  
(Clarinet) (4) Sarabande (Oboe)
- Run, Run, Run (2) Jumping (3) Running Game (4) Air 18840  
de Ballet Waltzes 1, 2 and 9
- Boating on the Lake (2) Skating (3) Waltz (4) March 18852  
La Bergeronette (2) Waltz (3) Scherzo (4) L'Arabesque  
(5) Intermezzo—Le Secret
- To a Humming Bird (2) Elfenstiel (3) The Witch (4) 18853  
March of the Tin Soldiers
- Knight of the Hobby Horse (2) The Clock (3) Postillion  
(4) Peasants' Dance
- March (2) Theme for Skipping (3) Flying Birds (4) 18548  
Wheelbarrow Motive (5) Plain Skip (6) Tip Toe  
March (7) March
- Military March (2) Trotting, Running and High-Stepping  
Horses (3) Skipping Theme (4) Military March
- Motive for Skipping (2) Motive for Skipping 18253  
Theme for High-Stepping Horses (2) Horses or Reindeer  
Running (3) Motive and Theme for Skipping
- The Bell (French) (2) The Hunter (Bohemian) (3) 19396  
From Far Away (Lithuanian) (4) Memories (Finnish)  
(5) The Warning (German)
- Punchinello (French) (2) Springtime (German) (3) The  
Bird a-Flying (German) (4) Ash Grove (English)  
(5) In the Valley (Swabian)
- Vesper Hymn (Sicilian) (2) Au Clair de la Lune 19397  
(French) (3) Morning (German) (4) The Tailor  
and the Mouse (English) (5) John Peel (English)
- The Thresher (German) (2) Johnny at the Fair  
(English) (3) Longing (German) (4) Top o' Cork  
Road (Irish)

Educational Department

Victor Talking Machine Company  
Camden, New Jersey



Doctor Cockrell is a native Missourian. He was born in Platte county and is a cousin of the late senator F. M. Cockrell. For 20 years he was head of the Department of Government in Christian University at Fort Worth. For some time he has been serving Fort Worth as its Mayor and one of the dailies of that city published a long and very complimentary story of his achievements for Fort Worth in that capacity. Speaking of his educational career this daily says:



DR. E. R. COCKRELL,

New President of William Woods College

For many years Mayor Cockrell has been a leader in educational affairs in the state of Texas. He has been honored with five college degrees and has been a student in many of the great universities of the world including the Universities of Chicago, and Columbia, and the University of Oxford. In accepting the presidency of William Woods College he is returning to a field in which he has already proven his ability.

Dr. Crossfield has made many friends in the few years he had charge of the institution. He has accepted the pastorate of a large church in the East.

#### PLAYGROUND PRESENTED TO NEVADA BOARD OF EDUCATION

Mr. G. E. Logan, President of the Board of Education, and wealthy business man of Nevada recently purchased and presented to the Nevada School District several blocks of real estate to be used as a playground park. The land is centrally located and has been rented by the Board of Education and used by the schools as an athletic field for several years. At the present time it contains a baseball diamond, a football gridiron, a grandstand, and bleachers.

The use of the park for athletic purposes is to be discontinued and the grounds will be devoted exclusively to play. The Board of Education plans to equip it completely with modern playground apparatus thus making it a model for cities of the size of Nevada.

Mr. Logan, the donor, is to be congratulated for his vision, his liberality, and his ability to make such a splendid contribution to the welfare of future generations. He is a man well on his way to four-score years, and has for the past few years been intensely interested in the proper development of boys and girls not only along the line of academic accomplishments, but in the realm of the physical as well.

This is the third notable gift to public education by private philanthropists in Missouri during the last year. Hannibal is building an elegant elementary school building with money given by a wealthy citizen. Lebanon is beginning the erection of a senior high school structure with money provided by a widow of means who has long been a resident of that little city, and now Nevada acquires a beautiful playground from a similar source.

Can better use be made of accumulated fortunes? Is there any other investment that is safer or that will yield larger returns over a longer period of time? Verily these good people have placed their treasures "where neither moth nor rust doth corrupt and where thieves do not break through and steal."

#### To the Teachers of the Classics in Missouri

Every teacher of Latin and Greek in Missouri is cordially invited to attend the 62nd annual meeting of the Missouri State Teachers' Association to be held in Kansas City, Nov. 13, 14, 15. The Department of Classics will hold its special meeting Friday afternoon Nov. 14th. The program committee is trying to arrange an interesting and practical program. Some time will be given to the discussion of the policies of the department, and it is hoped that those interested in the classics will come prepared to tell whether a closer organization seems advisable.

The Missouri Welfare League is collecting all of the social welfare measures which are likely to come before the next Legislature.

Organizations who are sponsoring these measures are asked to submit a brief in support of the bill. When there is organized opposition to a bill, the opposition will be asked to submit its brief. The bills with these briefs are to be published in the form of a code. This code will be submitted to all public-spirited organizations for their consideration during the fall and winter. It is hoped that this general discussion and consideration of these measures will reflect itself in legislative action, if not during this Legislature, then in the next.

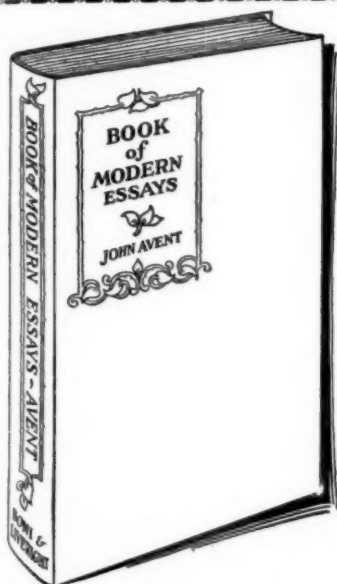
The organization's headquarters are in the Central National Bank Building, St. Louis. Carol Bates is Executive Secretary and James L. Mackay is Assistant Executive Secretary.

A. L. Threlkeld, who in 1920-21 was President of the M. S. T. A. and who during his term as President accepted an assistant superintendency in the Denver schools, has recently been promoted to the place of deputy superintendent of schools. An announcement from Superintendent Newlon's office says: "The deputy superintendent will rank next to the superintendent in the administration of the schools. Mr. Threlkeld will be relieved of the direct administration of the junior high schools, but he will have the actual oversight of the administration of all the schools. Assistant superintendents, directors, and other heads of departments will report directly to Mr. Threlkeld in the actual running of the schools."

"This arrangement as to the administration of the schools will facilitate the work and should relieve the superintendent of much detail and enable him to devote more of his time to the larger problems of the District."

"Mr. Threlkeld will continue in direct charge of curriculum revision and of the improvement of instruction."

The Greene County Health Association, a voluntary organization supported by individual donations and under the co-operative management of a local board and the U. S. Public Health Service, has examined and tabulated the defects of nearly 30,000 children; secured the correction of defects in nearly 7,000 children; made over 17,000 visits to infants and pre-school children by our skilled nurses; handled almost 1,500 cases of communicable disease; uncovered 170 cases of active tuberculosis, 117 sent to the State Sanatorium and 71 cases returned cured; uncovered 64 cases of trachoma; treated 981 men, 695 women, 292 boys and 190 girls for venereal disease, over 700 of whom have been cured.



## The Modern Library For High Schools

General Editor

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out question a force in the literature of our day,  
riding on the wings of the vast circulation of our  
magazines, stimulating thought here, kindling the  
fires of imagination there, and directly or subtly shap-  
ing action everywhere. To establish the habit of  
reading an essay with intelligent appreciation has  
long been one of the aims of teachers of English;  
and progressive teachers see clearly that a necessary

step in setting up this habit is to bring their students into contact with writers who are makers of  
the literature of our own day. Innumerable plans of this kind, however, are frustrated merely  
because separate volumes are inaccessible.

Mr. Avent, as head of the Department of English of one of the largest New York City High  
Schools, has been a close observer of the reading interests of high school students, and he has se-  
lected for this volume from the writings of some of the most distinguished contemporary men of  
letters essays which make a natural appeal to the reading interests of eleventh and twelfth year  
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to the child's passion for fairy tales.  
This inimitable collection of tales from Nip-  
pon by the one whom Japanese have said  
wrote with the most appreciative insight of  
Japan and its people is beautifully illustrated  
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ing illustrations is reproduced here. The book  
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supplementary reading material, be sure to  
see this book. It should be in every public  
school library.

Price, \$1.20

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Educational Department 61 West 48th Street, New York



## A YEAR WITHOUT TARDINESS

Pleasant Grove School in Pike County has the distinction of being the only school in that county which did not have a tardy during the school year of 1923-1924.

Mrs. Chrissie Handley is the teacher. She and her sixteen pupils are very proud of the record they have made.

A good school building, pleasant surroundings, an interested school board, co-operative patrons and a kind, firm, cheerful teacher create an interest in school and cause the pupils to want to be prompt and regular in attendance.

## D. W. Clayton Joins Tuberculosis Staff

The Missouri Tuberculosis Association has made the following announcement:

"We are pleased to announce that Mr. D. W. Clayton, formerly Missouri county superintendent of schools, later a high school inspector of the State Department of Public Schools, more recently engaged in the thrift work of the United States Treasury Department, and for the last three years superintendent of city schools of Aurora, has entered into the service of the Missouri Tuberculosis Association."

Mr. Clayton in assuming his new work will carry with him the good wishes of hundreds of school men and women, among whom he is so well and favorably known.

The Greene County Health Association, a voluntary organization for the purpose of protecting the community against disease has been in existence for about three and a half years. During that time 1600 lectures on health have been given and 62,920 health bulletins distributed, over a thousand inspections for unsanitary conditions in schools, stores and private premises have been made, 4666 visits have been made to protect the public against communicable diseases, curative treatment of 21,322 cases of venereal diseases have been made, 30,025 school children have been examined, 6711 cases of defects have been corrected. The Association maintains a health center, a laboratory for diagnostic work

and has done much special work on trachoma and tuberculosis.

General Language is the course through which the junior high schools of Richmond Indiana approach the election of a foreign language in the senior high school. The course is four years old and the teachers believe they have found an efficient method of enabling the student to select his language course intelligently. He is surrounded with the atmosphere of language in the making; he sees it as a growth and as a thing related to life; his interests move from the general to the concrete, and by the end of the Junior high school course he has some idea of his ability to master a foreign language and is able to choose the one best suited to his tastes and needs.

Swimming lessons for the eighth grade boys have been arranged for by the school authorities of Hartford Connecticut.

Examinations made by medical inspectors of New York State during 1922-23 show that of the children living in cities 47 per cent are physically normal, 49 per cent of those living in villages have no physical defects and only 27 per cent of those living in rural districts are blessed with a normal physical condition.

High moral standards, Christian character and abstinence from the use of tobacco, drugs and alcoholic beverages are fundamental requirements for membership in Delta Phi Alpha, a fraternity recently established at Mount Union College, Alliance, Ohio.

The Willard Consolidated School in Greene county which has already attracted considerable attention on account of its school and its community work has been taken over as a co-operative enterprise by the Teachers College at Springfield and Professor Ed. Walker has been elected to direct it. Several thousand dollars will be spent by the college in improvements of buildings and equipment. It is the aim of President Clyde M. Hill to make of this an ideal consolidated school and to use it as a model school of this type.



## NEGLECT TO PROVIDE HOLDEN BOOK COVERS NOW

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*and Supplies--Kindergarten*  
**helps--Practical Drawing Bks.**  
*Send for free Catalogue*  
**Practical Drawing Company**  
*Chicago Ill. Dallas Tex.*

The 1924-1925 edition of the "Practical" catalogue has just come from the press. Everybody interested in quality school supplies and art materials should have a copy. Write today to nearest office for your copy.



Texas claims first place in providing homes for teachers. A recent report of the United States Bureau of Education shows that she has a total of 635 teachers in the state, nearly all of which are in rural districts.

"Equal Pay for Equal Work" is becoming an actuality in places, eleven states have enacted laws definitely prohibiting discrimination in salary on account of sex. These states are: California, Colorado, Maryland, Montana, Nevada, the City of New York, Oregon, Texas, Utah, Washington and Wyoming.

Nine states now require that the Bible be read in public school and at stated times, according to information from the U. S. Bureau of Education. These states are: Alabama, Delaware, Georgia, Kentucky, Maine, Massachusetts, New Jersey, Pennsylvania and Tennessee.

Psycho-technical tests are applied to watchmaker apprentices in Switzerland with remarkable results according to the American Consul at Geneva. From them the apprentice learns for what kind of work he is best fitted, what qualities he must develop, and what habits overcome. The employer is given an object measurement to guide him in the selection of workmen and in placing them.

The American Farm Bureau Federation at its meeting in Chicago last winter approved the teaching of agriculture in the high schools and urged that these schools teach co-operative marketing and farm cost accounting. This is an encouragement but it is also a challenge to us to make our teaching function.

#### PRIZES FOR TEACHERS AND PUPILS

Announcement is made for 1924-25 of the subjects for prize essays and poster contests on alcohol and other narcotics by the Woman's Christian Temperance Union. These contests have been carried on for many years, and local, state and national organizations award annually over \$5,000 to competing pupils. The list this year includes separate topics and prizes for teachers, normal schools, colleges, high schools, and three for elementary

Every

## Northwest Missouri Teacher

Should plan to come to Maryville on October 9, 10, and 11. You will hear Dr. Stratton D. Brooks of M. U., Mad-dox of St. Louis, Sternheim of New York and other noted educators. You will be able to see "America" the huge historical production by D. W. Griffith. You'll see the Bearcats in action on the grid-iron against Cape Girardeau in the annual homecoming game. And you'll see many old friends during the teachers' meeting at the

**NORTHWEST MISSOURI  
STATE TEACHERS COLLEGE**

# Teach Mathematics By Modern Methods

## Books

By Mabel Sykes, Bowen High School, Chicago,  
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Institute, Peoria, Illinois

### BEGINNERS' ALGEBRA

This is a text that children can study for themselves and enjoy. As a first year algebra it emphasizes the close connection between algebra and arithmetic, stresses work with the graph, and gives many simple exercises.

### ANSWER BOOK (In preparation)

(In preparation).

### CBA HURDLE TESTS

These consist of nineteen series, each of three tests, covering all the fundamental algebraic operations.

### A SECOND COURSE IN ALGEBRA

The function here is presented definitely as the central and controlling idea. The book also introduces a radical and successful method of handling problems. The new college entrance requirements are met.

### PLANE GEOMETRY

This book is a workable, suggestive method text. It concentrates upon two vital factors: the analytical method of attack, and the placing of emphasis where it is needed.

### KEY GEOMETRY (In preparation)

### SOLID GEOMETRY

This book is prepared along the same lines as *Plane Geometry*, as is exemplified in the systematic training for original work; arrangement and choice of exercises; in the chapter on areas and volumes and frequent summaries.

### PLANE AND SOLID GEOMETRY

Under this title *Plane Geometry* and *Solid Geometry* are bound together for the sake of convenience, if teachers prefer it.

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New York

grades. A special prize is offered to teachers for a project to be carried through in the seventh or eighth grade. Full information may be obtained from the National Director, Miss Cora Frances Stoddard, 400 Boylston St., Boston, Mass.

#### SWEDEN'S NEW TEMPERANCE EDUCATION PROGRAM

The Swedish government has recently enlarged and systematized its program of school temperance instruction. This instruction was officially introduced in the schools in 1922, but the requirement was so vague that only the skilful support given by the Central Federation of national temperance societies through a program of lecture courses for teachers by eminent Swedish specialists enabled teachers to carry on the work intelligently. Now the government has outlined a specific course of lessons on the individual and social effects of alcohol and

methods of combating its dangers. The instruction is to be given in connection with civics and natural science. An inspector of temperance teaching (at present Dr. Thorild Dahlgren) is attached to the education department. In addition the Central Federation for Temperance Teaching will continue their lecture courses in consultation with the government. The latter not only pays for the lectures (\$7,000 in 1923) providing about 800 lectures a year, but makes financial grant for time and expenses to teachers attending these authorized courses. Other courses are arranged for persons not teachers, who wish to be able to give temperance instruction, as pastors, journalists, directors of young people's organizations, etc. Manuals of teaching material are provided teachers by the government.

Temperance instruction of youth in Sweden is, therefore, being given enlightened guidance by responsible leaders. A few years of this training are expected materially to increase sobriety in the nation.

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### SUGGESTIONS FOR HEALTH PROGRAMS

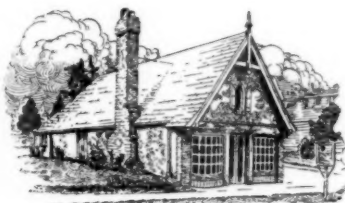
"Health Education" is the recently issued report on a school health training program by the Joint Committee of the National Education Association and the American Medical Association, Dr. Thomas D. Wood, Chairman. It contains several pages of constructive graded topics on alcohol and other narcotics grouped among positive ideals of character training. With its emphasis on vital human interests and relations, this outline should be of service to makers of curricula and authors of textbooks who want a new approach to the subject of alcohol and other narcotics in public school work.

**ANIMAL HUSBANDRY FOR SCHOOLS**, by Merritt W. Harper, Professor of Animal Husbandry at Cornell University. New and Revised edition. Pages 615 plus vi. Published by Macmillan Co.

The book is designed to introduce high school or college student to the study of animal husbandry, it is suitable for use in boys' and girls' club work and will be a valuable reference for the farmers' library. It is attractively illustrated and well written.

**CURRENT PROBLEMS IN CITIZENSHIP**, by William Bennett Munro, Professor of Municipal Government in Harvard University. Pages 541 plus xiii. Published by the Macmillan Company.

"Current problems" is used in a very broad sense in this book. So broad, in fact, as to render its title somewhat misleading to those who define "current problems" as those mentioned in the headlines of our daily papers



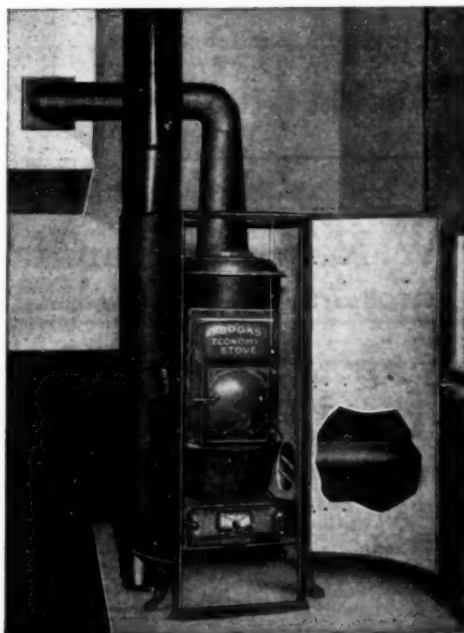
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or in the speeches of candidates for public office. There are, in fact, many problems which are more or less constantly before the thoughtful citizenship even though they are not currently discussed. Some of the broader problems discussed in "Current Problems in Citizenship" are "The Problem of Human Progress", "Population and Races", "Economic Forces and Foundations", "The Problem of Popular Control".

The author has a clear, emphatic and somewhat dogmatic style.

**THE NORMAL MIND**, an Introduction to Mental Hygiene and the Hygiene of School Instruction, by William H. Burnham, Ph. D. Professor of Pedagogy and School Hygiene, Clark University. Pages 702 plus xx. Published by D. Appleton and Company.

This is one of the most significant books to the student of pedagogy that the year has produced. It has to do with mental health of normal children. It holds to the belief that the normal mind is an integer, a whole which has not been broken into fractions and discusses conditions and methods which tend to develop this

wholeness and to preserve it. Doing significant things, the author recognizes as the great means to accomplish these ends.

The work is somewhat technical but written lucidly. Simple abstractions have been avoided. A glossary of technical terms is appended. A study of this book will acquaint one with what has been done in practically the entire field of mental hygiene and give one a comprehensive idea of the relation of mental hygiene to health, morals, social and school problems.

**THE POLITICAL UNIT OF PUBLIC SCHOOL FINANCE IN ILLINOIS**. A report reviewed and presented by the Educational Finance Inquiry Commission under the auspices of the American Council on Education, Washington, D. C., prepared by Floyd W. Reeves. Published by the Macmillan Company.

This is a very thorough study of finances in certain typical counties of the state of Illinois. It reports the administrative machinery of school finance, studies equalization of educational opportunity as related to wealth,

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compares school taxes with other taxes, and considers possible plans for the reorganization of the unit of school finance.

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The dual system of high school and elementary school districts with separate administrative machinery has proved objectionable to residents of agricultural regions, it has been more satisfactory in manufacturing and mining centers; community districts frequently do not conform to trade communities; the small district system is responsible for great inequalities, a one-teacher school district may have fifty times the assessed valuation of another one-room district; much wealth escapes a reasonable share of the taxation for the support of public schools; extreme variations in high school costs are found; the state must contribute more largely to school support; the taxing system should be revised to include incomes as well as property.

The facts are well arranged and many of them stated graphically.

**BIBLIOGRAPHY ON EDUCATIONAL FINANCE**, reviewed and presented by The Educational Finance Inquiry Commission, under the auspices of the American Council on Education prepared by Carter Alexander. Published by the Macmillan Company.

A very complete bibliography so indexed and arranged as to direct the investigator quickly to material on any problem in the field of educational finance no matter what the angle of approach.

**OUR FAITH IN EDUCATION**, by Dr. Henry Suzzalo, President, University of Washington. A Series of Seven Addresses on Education. Published by J. B. Lippincott. Price \$1.25.

Very stimulating and inspiring. Teachers who feel their enthusiasm for teaching waning need to read this book, all would benefit by it.

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**VICTOR HUGO'S LES MISERABLES**, an adaption by Ettie Lee. Pages 95 plus viii. Published by Boni and Liveright.

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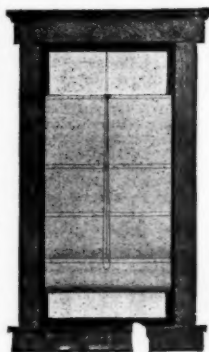
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